



**Mid-term evaluation of the Institutional University Cooperation with Mountains of the Moon University**

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# ACRONYMS

VC	Vice Chancellor
DGD	Directoraat-generaal Development
DVC	Deputy Vice-Chancellor
IUC	Institutional University Cooperation
HOWEST	Hogeschool West-Vlaanderen
KULeuven	Katholieke Universiteit Leuven
KRA	Key Result Areas
Kyofnet	Kabarole Young Farmers Network
MMU	Mountains of the Moon University
MSc	Master in Science
MoU	Memorandum of Understanding
NCHE	National Council for Higher Education
NDP	National Development Plan
PhD	Doctor of Philosophy
PDU	Planning and Development Unit
PSU	Programme Support Unit
Q&A	Questions and Answers
SATNET	Sustainable Agriculture Trainer Network
SoE	School of Education
SoIC	School of Informatics and Computing
ToR	Terms of Reference
UGent	Universiteit van Gent
VC	Vice-Chancellor
VLIR-UOS	Vlaamse Interuniversitaire Raad – Universitaire Ontwikkelingssamenwerking
VUB	Vrije Universiteit Brussel

# PREFACE

*The evaluators feel privileged to have met very committed and enthusiast academic and other staff of Flemish universities and of MMU. The commitment to the execution of the IUC programme and to the objective to strengthen and position MMU as a community university was remarkable. The evaluators have enjoyed interaction with MMU staff and thanks them for the open exchange of perceptions and experiences. This report highlights the results of the IUC and identifies points of attention. We sincerely hope the conclusions and recommendations will contribute to the courage to continue investing in this university, as failure is not fatal and success is never final.*

**Corina Dhaene (ACE Europe) and Paul Kibwika (Makerere University), Mechelen, March 2018.**

# EXECUTIVE SUMMARY

**Background** - An Institutional University Cooperation (IUC) programme is a long-term (twelve years) institutional partnership between a university in the South and universities and university colleges in Flanders. The programme supports the partner university in its triple function as provider of educational, research-related and societal services. It aims at empowering the local university as to better fulfil its role as development actor in society. VLIR-UOS channels the funding, supports the partners in the execution and manages the evaluations of the programmes.

In 2012, an IUC was concluded between the Mountains of the Moon University in Uganda, the Rwenzori region and the following educational institutions: Universiteit Gent (UGent, which had developed previous contacts and collaboration with MMU on aquaculture), KU Leuven, Vrije Universiteit Brussel (VUB), Hogeschool West-Vlaanderen(HOWEST), Thomas More Hogeschool (Thomas More University College).

MMU was established in 2005 as a community-owned and government academic institution. Its development is oriented by a strategic plan for 2011-2021. For the academic year 2016-2017, 1 871 students (of which 919 were female) enrolled in a variety of undergraduate programmes. MMU has, to date, 129 academic and teaching staff (of which 30% on a short-term contract) and 36 administrative staff.

The first phase is coming to an end and this called for a mid-term evaluation by external evaluators.

**Short description of the IUC programme** - The 2013-2018 programme receives a budget of 1,5 M EUR. The programme is subdivided into two projects (with a similar budget). Project 1, 'Community Engagement for Development', is aiming at establishing the MMU as a leading centre for agricultural research in the field of water, soil, aquaculture and agribusiness, that is able to transfer new knowledge to rural farmers in order to improve their production. It consists of four research projects: aquaculture (focus on Artemia and larviculture), soil (crop management systems, soil fertility, soil degradation), dairy farm/agribusiness (value chain) and water (quality and availability for domestic use). Project 2, 'Transversal Institutional Strengthening', aims at strengthening the university staff's capacity to conduct high-quality research and to offer high-quality teaching and services for the community; this project is about strengthening skills (for research and education, both at university and community level), management, infrastructure (for labs and outreach) and a strategy for community outreach and communication.

In total 3/5 schools of MMU are directly involved in the IUC: the School of Agriculture and Environmental Sciences (project 1), the School of Informatics and Computing and the School of Education in project 2.

**Objectives of the evaluation** - The evaluators chose to focus on the steering function of the evaluation in order to inform decisions for the second phase of the IUC programme (without completely ignoring the functions of learning and accountability). The specific evaluation objectives are the following: (i) assessment of performance according to the OECD-criteria (relevance, efficiency, effectiveness, impact and sustainability) + scientific quality. For this mid-term evaluation, the main focus will be on efficiency and effectiveness. The positioning of MMU as a university with particular attention to community-based research had to receive specific attention.

VLIR-UOS contracted the Belgium-based firm, ACE Europe, to execute the evaluation. The team comprised Corina Dhaene, sr. consultant at ACE Europe and Paul Kibwika, professor at Makerere University. The evaluation was implemented in three phases: an inception phase, a phase of data collection (including a field mission from January, 28<sup>th</sup> to February, 4<sup>th</sup>, 2018) and a phase of analysis and reporting. The main methods applied were the following: document study and analysis of self-assessment reports, a timeline workshop, semi-structured interviews and focus group discussions, an e-survey for academic and teaching staff of MMU and visit to labs, library, radio station of MMU and selected farmers and other community members in the region. Some challenges were related to the fact that the monitoring system of the IUC was not designed to follow-up on changes at the level of staff and communities or to consolidate lists of participants of various activities, such as short courses. Due to time constraints, interaction with students and communities was limited.

**Brief summary of the assessment at project level** – Project 1 on action research and community engagement for development was assessed as highly relevant. To a large extent, the academic objectives and the quality of research have been realised, although there is some delay in the finalisation of the four selected PhDs, mainly due to the discontinuation of 2 PhDs, a weaker support environment for research at MMU and some scientific challenges in the Artemia project. The project performed well in terms of efficiency with a specific point of attention being the gender-sensitive monitoring of changes, more in particular at the level of communities (which is important in relation to the difference the projects want to make at that level). This is partially a result of the quality of the logical framework being less result-oriented. Because of the delay of PhDs, there was no sufficient evidence for the realisation of the development objective. Factors that contributed to the results are the ownership and commitment of all stakeholders involved. Factors that negatively influence the realisation of the development objective are related to the weak definition of what constitutes community-based research. Institutional sustainability of the results is sufficiently ensured, but the financial sustainability is under pressure.

Project 2 on transversal institutional strengthening was assessed to be relevant given the needs of this young university to be able to provide and manage research, teaching and community services. The project realised its objectives to a large extent and provided the university with basic infrastructure and systems (ICT, admin, radio station) and academic and teaching staff with basic skills and new insights related to pedagogical skills, research skills, ICT and distance learning. One of the two planned PhDs is delayed. This project allowed the whole of the MMU to be involved. One specific point of attention was related to the viability of newly developed curricula (what does the job market want?). The project performed well in terms of efficiency and should be commended for its ability to combine various approaches for capacity building. The institutional sustainability of the results is sufficiently ensured, although the integration of the project with HR policies of MMU could be strengthened. The financial sustainability is under pressure.

**Conclusions** – The following conclusions are related to the entire IUC programme.

**Very relevant programme but the design of intervention logic needs attention.** The IUC programme addresses critical capacity that needs to be expressed in the ten- year strategic plan of a relatively young university that is also constrained by resources and human resources capacity. The focus on strengthening infrastructure, enhancing staff competences, innovative teaching and learning, action-oriented research, and engagement with community were essential to MMU and its philosophy of a community university. The two projects in the programme were mutually reinforcing. However, opportunities for more synergy are yet to be fully exploited. For example, the emerging research outcomes could be used to influence teaching and curricula development even before the PhDs complete their respective academic programs. Similarly, better programming for the MMU radio could greatly enhance community engagement.

There is commendable effort at MMU to collaborate with other stakeholders including Belgian NGOs especially in the areas of research and outreach, most of them in one-off activities and not long-term and strategic in nature. More systematic and deliberate effort could be done to link IUC with other projects at MMU for the purpose of cross-learning and complementarity. The pathway of change to improved institutional performance and influence on local development processes including assumptions do not clearly appear from the logical framework of the projects and programme. For guidance towards change, the logical framework needs to go beyond deliverables to specifying the desired change supporting the concept of a “community university” at MMU that uniquely integrates the teaching-learning, research and community engagement.

**Academic objective and quality of research and education largely realised.** Although only one PhD (out of six) had completed at the time of the evaluation, there is evidence that the research and education capacity of staff has enhanced through short courses, collaboration and exchange with Belgian partner universities. The focus of the short courses on principles of research, e-learning, and pedagogy enhanced confidence of academic staff – to start experimenting with various aspects in their respective disciplines. These gains need consolidation by deeper and targeted training guided by a clear MMU model to produce unique graduates better prepared for the contemporary and dynamic world. With regard to academic quality, MMU in its expansion programme needs, among other things, to be cautious about the relevance of the new curricula taking into account consultations of potential employers (market analysis) existing staff and infrastructural capacity to implement the new academic programmes and linking the two campuses with high-speed internet.

**Efficient programme execution but weak follow-up on results.** Most intermediate results have been realised albeit delays in PhD completion for project 1. Project 2 reached more participants than planned. IUC had been instrumental in establishing the infrastructure and building capacity that has enabled MMU to obtain a charter. Project 2 applied a good combination of various methods to strengthen capacity. Although the PSU was strong in managing and ensuring programme outputs, mechanisms to monitor changes and quality of change processes were not really developed. The execution of the programme greatly benefited from the ownership at MMU, the voluntarist effort of all stakeholders and the efforts of the Flemish partners to attract additional funds.



**Financial sustainability at risk and challenge of sufficient and qualified staff.** Institutional development is a long-term process that consumes a substantial amount of resources. The IUC programme is seen only as a spark to trigger processes for MMU to mobilise resources for institutional development. MMU has structures and policies (though some need contextualisation) but is short of competent and adequate human resource to implement them and mobilise resources needed for their operationalisation. As MMU upgrades its staff, the current salary and incentives are unlikely to retain highly-qualified and competent staff. Although the recent government pronouncement to take over MMU as a public university may bring some relief on levelling salaries with other public universities, investment in infrastructure and perhaps attracting better qualified staff, they will need capacities for mobilising external funding to support, especially research and community engagement. Complementary funding to IUC has largely been sourced by the Belgian partners e.g. the establishment of Kyembogo Dairy Development Centre, the MMU Radio station and equipping research laboratories.

**Impact: increased visibility and credibility of the MMU as higher education institution.** Whereas it is too early to assess impact in this mid-term evaluation with respect to the programme objectives, the IUC programme through its infrastructure and human resource development interventions has immensely contributed to MMU's attainment of a Charter, its visibility and recognition as a credible university. The IUC enabled MMU to establish new partnerships and to strengthen bilateral relations with some of the Flemish partners. To attract more support beyond IUC and to influence local development processes more heavily, MMU needs to put efforts in lobbying and advocacy, influencing policies, developing networks and demonstrating impact at the community as a "true community university".

**Strong identity as community university but lacking a clear model for community engagement and action-oriented research.** The uniqueness of MMU lies in its foundation as a community university established by the community. This concept is mentioned by nearly all stakeholders that relate to MMU and reflected in the representation of a wide range of stakeholders in its governance. However, at functional level, MMU is yet to concretely define what a "community university" means with a clear model that integrates training, research and community outreach. The 2013 policy on University-Community partnership provides some insight on the envisaged interaction between MMU and community but remains vague about 'community-based research'. The manual on community engagement is not helpful in elaborating the principles for engagement with the community. Various concepts are inconsistently used in different documents and conversations but without sufficient illustration of their application in practice.

The aspirations to have strong community engagement and action-oriented research have to be supported with a distinct model to guide coherent operationalisation. There is an urgent need for MMU to come up with its own model, otherwise the concept of a community university cannot be actualised. Such a model will have to clearly articulate the relationship between MMU and other development agencies in the Rwenzori region to promote, scale out and sustain the innovation from the university, as by itself, MMU cannot be full-time on the ground in the entire region to support development processes.

**Recommendations** – The following table presents an overview of recommendations at the level of VLIR-UOS and the level of MMU (and partners):

Recommendations at the level of VLIR-UOS	<ul style="list-style-type: none"> <li>Invest in a clear definition of what 'institutional' means: what are the ambitions of VLIR-UOS and the limitations?</li> </ul>
	<ul style="list-style-type: none"> <li>Support partners in the development of result-oriented logical frameworks</li> </ul>
	<ul style="list-style-type: none"> <li>Support the stakeholders in developing a gender-sensitive monitoring system</li> </ul>
	<ul style="list-style-type: none"> <li>Consider the need to have a change manager in the IUC programmes (depending on context and capacity of the university concerned).</li> </ul>
Recommendations at the level of MMU (and partners)	<ul style="list-style-type: none"> <li>Clarify how the university would like to interact with the community and the various segments of community (in order to better define the added value of the university in local development processes)</li> </ul>
	<ul style="list-style-type: none"> <li>Be clearer about the objectives and goals of partnerships and structures aimed at involving community stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>Match available infrastructure, systems and tools with the capacity and competence of staff</li> </ul>
	<ul style="list-style-type: none"> <li>Pay sufficient attention to the quality of processes and systems in a holistic way</li> </ul>
	<ul style="list-style-type: none"> <li>Review the process of curriculum development and pay more attention to systematic market analysis</li> </ul>
	<ul style="list-style-type: none"> <li>Review relevant policies to fit the unique context of MMU and ensure that they can be operationalised</li> </ul>
	<ul style="list-style-type: none"> <li>Execute the plan to integrate the project support unit of the IUC programme in the MMU structures and in the planning and development unit and strengthen the capacity of this unit</li> </ul>
	<ul style="list-style-type: none"> <li>Consider to need to acquire another type of licence for the radio station to support income generation</li> </ul>
	<ul style="list-style-type: none"> <li>Define the model for community-based research and teaching to increase efficiency, effectiveness and sustainability of IUC and other interventions and define how the three core functions of teaching, research and outreach integrate in that model</li> </ul>

# 1. Introduction

## 1.1. Background

### 1.1.1. What is an IUC?

The ToR (in annex 1) clearly describe what an Institutional University Cooperation (IUC) programme is. It is defined as a long-term (twelve years) institutional partnership between a university in the South and Flemish universities and university colleges. The programme supports the partner university in its triple function as provider of educational, research-related and societal services. It aims at empowering the local university as to better fulfil its role as development actor in society.

The objectives and content of an IUC partnership between one partner institution in the South and Flemish universities and university colleges in the North are outlined in a partner programme (technical and financial file). All IUC programmes combine objectives of institutional strengthening and strategic thematic capacity building (linked to both institutional priorities and developmental priorities in a specific country). Each partnership consists of a coherent set of interventions (projects) geared towards the development of the teaching and research capacity of the university, as well as its institutional management.<sup>1</sup>

A **generic Theory of Change for all IUC programmes** is developed, which summarises the expected output, outcome and impact of the supported change processes and which highlights the importance of the partnership and collaboration between the educational institutions concerned and the interaction between sub projects. Output refers to deliverables related to education improvement, research deliverables, strengthened research or education capacities, improved infrastructure and equipment, and deliverables related to extension. These outputs are assumed to contribute to outcomes related to improved research practices, improved education practices and new knowledge, applications or services that are also taken up by relevant stakeholders. In the long term, the IUC partner programme aims at contributing to development changes.

### 1.1.2. The IUC with MMU

**Description of the IUC with MMU** - Subject of this mid-term evaluation is the Institutional University Cooperation programme (IUC) implemented in partnership between the Mountains of the Moon University (MMU), Uganda, Rwenzori Region and the following educational institutions: Universiteit Gent (UGent, which had developed previous contacts and collaboration with MMU on aquaculture), Leuven, Vrije Universiteit Brussel (VUB), HOWEST, Thomas MORE Hogeschool (University College).

The IUC partner programme in Uganda is subdivided in two projects. Project 1 'Community Engagement for Development' is aiming at establishing the MMU as a leading centre for agricultural research in the field of water, soil, aquaculture and agribusiness that is able to transfer new knowledge to rural farmers in order to improve their production. Project 1 consists of four research projects: aquaculture (focus on Artemia and larviculture), soil (crop management systems, soil fertility, soil degradation), dairy farm/ag-

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<sup>1</sup> The two paragraphs are taken from the VLIR-UOS ToR, page 3.

ribusiness (value chain) and water (quality and availability). Project 2 'Transversal Institutional Strengthening' aims at strengthening capacity of university staff to conduct high quality research and to offer high quality teaching and services for the community; this project is about skills strengthening (for research and education, both at university level and community level), management, infrastructure (for labs and outreach) and a strategy for community outreach and communication.

Budget repartition between the projects is equal by design. Not all departments of the MMU are involved: the main departments involved in project 1 are: the School of Agriculture and in project 2: SoIC (School of Informatics and Computing) and SoE, the School of Education. In total 3/5 schools of MMU are directly involved in the IUC. It should be noted that the budget for this IUC, 250,000 EUR per year, is quite limited (in terms of institutional needs of MMU and in comparison, to other IUC programmes). By design, the programme paid a lot of attention to an upgrading of basic skills of MMU staff through short courses that were open to those available and interested and attention for interaction with the (farming) community (living in the districts of the region).

Projects/programme	Academic objective	Development objective	Team leader/coordinator North - South	Higher Education Institutes involved
Project 1: action research and community engagement for development	MMU is established as a leading centre for agricultural research (soil, water, aquaculture and agri-business)	Improved knowledge on soil, water, aquaculture and agribusiness are transferred to the rural farmers to improve production	North: professor Bart Van der Bruggen  South: David Magumba (until mid-February 2018)	Universiteit Gent  KULeuven
Project 2: transversal institutional strengthening	The capacity of the university staff is enhanced to offer high quality research, teaching and services for the community	The ICT services and support systems are upgraded for enhance teaching, learning, research, management and outreach services to serve the society	North : professor Chang Zhu  South: professor Moses Muhumuza (but the last year replaced by two others)	Vrije Universiteit Brussel  HOWEST  Thomas More Hogeschool
IUC programme	Capacity of MMU to use community-based training and research approaches to improving agricultural productivity is enhanced	Increased standard of living of community actors in the dairy and aquaculture sector.	North : Professor Gellynck  South: Dr. Edmond Agamben	

Table 1: overview of projects and their objectives in the IUC with MMU

**Link with other VLIR-UOS interventions** - In Uganda, there is only one IUC programme, but nine TEAM projects and nine South Initiatives.<sup>2</sup> Other VLIR-UOS interventions that involve MMU are four

<sup>2</sup> With the programme South Initiatives VLIR-UOS funds small scale projects with a limited budget. The projects are initiated by Flemish academics and researchers, in cooperation with colleagues from universities/university colleges or research institutions in one of the partner countries. A South Initiative has a duration of two years. With the TEAM intervention type, VLIR-UOS funds cooperation in terms of education, research and social service between departments of a Flemish university and a university in one of the partner countries of VLIR-UOS. A TEAM project has a duration of four or five years.

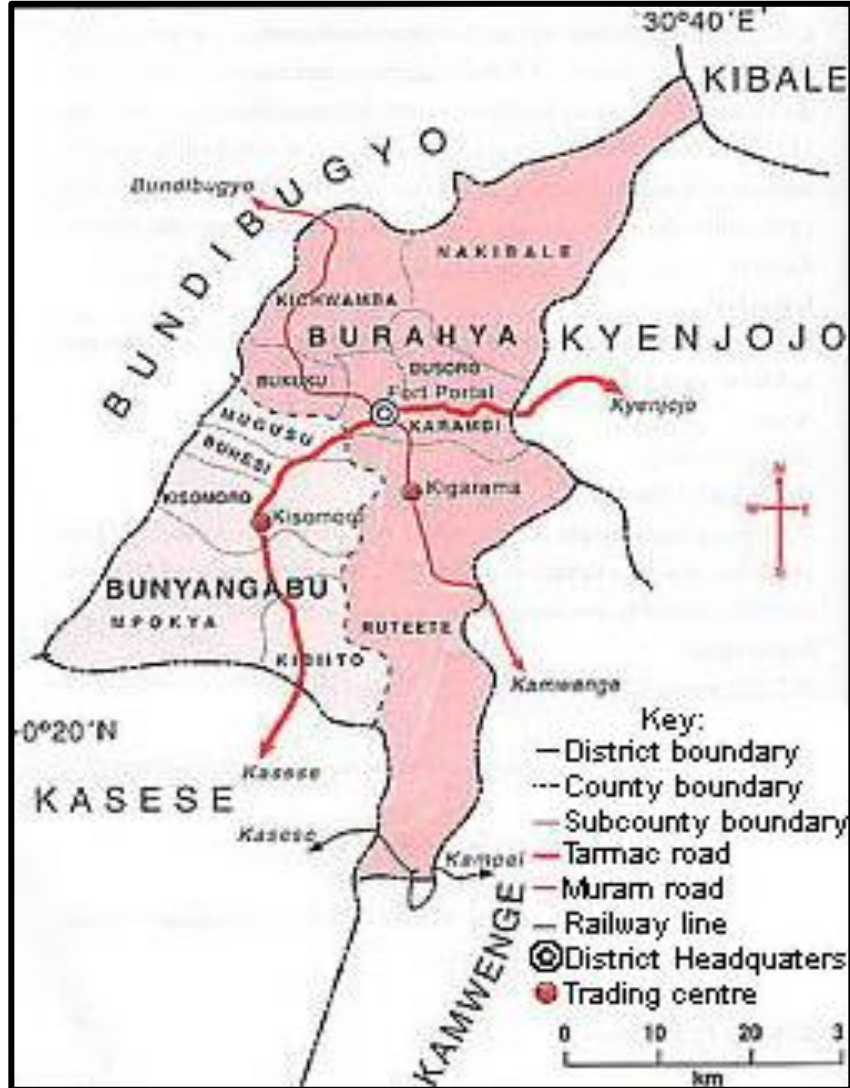
South Initiative projects (see below), and a Team project with Gulu University on Agronomic Biofortification where MMU is support partner (and where MMU established the link between Gulu and UGent).

Enhancing community-based natural resources and hazard management in Rwenzori Mountains	Involving the MMU School of Agriculture and Environmental Sciences	2017-2019
Strengthening business practices of small scale fish farmers	Involving the MMU School of Business	2017-2019
Reinforcing family farmer capacity to improve crop storage and reduce food losses in Rwenzori region <sup>3</sup>	Involving the MMU School of Health Sciences	2018-2020
Cultivating a community of practice to strengthen capacities for supporting the quality of life of youths with HIV/AIDS	Involving the MMU School of Health Sciences	2018-20120

*Table 2: overview of SI involving MMU*

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<sup>3</sup> The North team leader is at the same time coordinator of the IUC project.



The ideas to establish a university was premised on the hope that a university would spur development in the region through increasing access to higher education, improving the quality of teacher-education for primary and secondary schools, developing community-oriented research and outreach to improve service delivery. On this basis, The MMU is commonly referred to as a community university. In support of a community-oriented university, the IUC programme starts with an assertion that MMU is an engine of social change and that improving the University capacity to deliver outreach, based on action research, to the Rwenzori society can provoke a positive change in improved standard of living<sup>4</sup>.

The MMU Vision is *“Being a centre of excellence in teaching, research and service to community”*, and the Mission is: *“To produce outstanding, well rounded, morally upright and innovative graduates with a knowledge base of making positive impacts on the community”*. MMU was granted a provisional licence by the National Council for Higher Education (NCHE) in 2005 prior to its opening and has now been granted a Charter in 2017, an achievement that the IUC program has contributed to. The granting of a charter is confirmation that the university has moved from situation of fragility characterised by uncertainties to a stable a credible institution sitting on 155 acres of land donated by Kabarole District Local Government and Central Government at Saaka, and also owning a demonstration farm at Kyembogo. The credibility of the university is in part exemplified by the increasing number of partnerships with international universities and development agencies.<sup>5</sup>

The community ownership of MMU is reflected in its governance system. The MMU's supreme decision-making organ is a ten-member Board of Directors, categorised as founding members, members of the Board of Directors, Honorary members of the Board of Directors, and Alumni convocation members. Under the Board of Directors is the University Council comprising of 27 members with representatives from: Top university management (2), Board of Directors (3), religious communities (3), business community (1 from each district), district local government (1 from each district), MMU staff (2), and MMU students (1). The University Council is the policy decision-making organ of the university and is responsible for setting the strategic direction of the university and ensure accountability from the university management. It performs these functions through five committees namely; Finance and administration committee; Appointments Board; Building, Planning and Development Committee; Procurement and audit committee; Quality Assurance Committee; and Members of Honorary Committee. Under the University Council is the Top Management responsible for implementation of the university strategy and policies and day-to-day management functions of the university. The Top Management comprises of the Vice-Chancellor (VC), Deputy Vice-Chancellor (DVC), three academic staff, Dean of Students and Academic Registrar. Under the Top University Management is the Senate, which is an academic decision-making organ comprising of VC, DVC, Directors of Studies, Deans, and Heads of Academic units, which decides about academic promotion and appointments.

Only in 2009, it was decided that the Vice-Chancellor would no longer be a volunteer, but would be appointed full time with a salary. This change greatly influenced the focus of the university towards professionalisation. Two years later, the University formulated its strategic plan 2011-2021. And in 2012 contacts with VLIR-UOS (developing their strategy for Uganda) were established. Since its founding, MMU has registered tremendous growth in terms of academic structures and student numbers. The inaugural admission of MMU in 2005 was 151 students enrolled in seven undergraduate programs hosted by four academic units (Agriculture and Environmental Sciences, Education, Health and Business) which eventually evolved into schools. For the academic year 2016-2017 (or ten years later),

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<sup>4</sup> VLIR-IUC, MMU and Ghent University Partnership Program Management Manual, 2013-2019.

<sup>5</sup> See [http://mmu.ac.ug/?page\\_id=17](http://mmu.ac.ug/?page_id=17).



MMU has over 1871 students (of which 952 male and 919 female) enrolled in a variety of undergraduate programs. The trend of enrolment shows that the number of new students admitted every year went from 155 in the academic year 2005-2006 to 828 in 2011-2012 (peak), after which this declined gradually to 695 students in 2016-2017 (of which 371 male and 324 female).

At undergraduate level, MMU offers twenty degree programs, nine diploma programs and seven certificate programs. At post-graduate level (started in 2009) five Masters and five Post-Graduate diploma programs are offered (for 65 students in the academic year 2016-2017).

Several degree programs are under development in the five schools namely; School of management and Business Studies, School of Informatics and Computing, School of Agriculture and Environmental Sciences, School of Education, and School of Health Sciences, Nursing and Midwifery. According to the Human Resources Director, MMU currently has 213 staff comprising of 129 academic staff, 36 administrative staff and 48 support staff. Figures about registered staff highlight that app. 30% of academic staff works as a consultant (short term contract).

To support training and research, MMU is also developing library infrastructure and the recent improvement in ICT on campus has enabled stocking of E-learning resources for use by staff, students and members of the community (with the help of the IUC). Over the years, various other donors have supported investment in infrastructure (greenhouse, teaching classes, ...).

In its 2017 review of strategy, MMU identified its weak and stronger points.

<b>Stronger points</b>	<b>Weaker points</b>
Committed staff	Low university overall budget
Strategic location	Low qualification of academic staff and poor management skills for middle management
Open to change/innovation with local and international partnerships	Low number of students
Not for profit organisation	Poor organisational culture and ownership of strategy
Academic programmes with quality and relevance and based on needs	Low starting competences of students
Strong financial management and integrity	

*Table 3: overview of strong and weaker points (from the 2017 review made by MMU)*

Based on this analysis, MMU identified five strategic areas of improvement for the coming years: (i) quality of teaching, learning and research of students, (ii) life on the campus, (iii) community engagement in fast growing area, (iv) management systems and structure, (iv) high quality staff in MMU.

### **1.1.3. Terms of Reference of the evaluation**

The ToR have formulated following evaluation purposes: (i) learning (what worked well, what didn't and why? (ii) steering (supporting decision making processes, more in particular, this mid-term evaluation should support the actors concerned in the formulation of the second phase of the IUC, starting in March 2019 for four years) and (iii) accountability (assessing performance of the programme and validating or



complementing monitoring data). The evaluators chose to focus more on the steering function of this evaluation in order to inform decisions for the second phase of the IUC program.

The specific evaluation objectives are the following: (i) assessment of performance according to the OECD criteria (relevance, efficiency, effectiveness, impact and sustainability) + scientific quality. For this mid-term evaluation the main focus will be on efficiency and effectiveness. A concrete follow-up plan for the second phase has not yet been formulated by the partners, but they have indicated some directions for the future. These should be taken into account as well.

There are two specific points of attention to be evaluated. Based on the ToR and the interviews conducted with the partners in Flanders, the points of attention can be formulated as follows: (i) how does the MMU position itself in the domain of community-based research, education and services in Uganda and (ii) what is the involvement of local communities in the programme (more in particular the design of research lines and identification and elaboration of the PhD research topics). These points of attention have been integrated in the evaluation framework (see further).

## 1.2. Context

**General background** - Uganda aspires to be a transformed society from peasant to modern prosperous country by 2040 (Vision 2040). In this line, the National Development Plan II (2015/16 – 2019/20) targets propelling the country to middle-income status by 2020 pegged on attainment of a per capita GDP of USD 1,039 by then. Uganda's real GDP increased from USD 24.1 billion in FY 2015/16 to USD 25.7 billion in FY 2016/17<sup>6</sup>. Currently, Uganda's population is estimated at 36.9 million people and is projected to reach 41.2 Million by 2020<sup>7</sup>. This implies that to reach the middle-income target, the GDP will have to grow much faster. About 80% of the population is engaged in agriculture.

It is noted in the NDP II that one of the major handicaps to Uganda's social and economic transformation is associated with the inadequacy of its human capital and urges for strategic investment in the country's human resource to turn it into the much needed human capital to drive the planned growth and transformation. The human resource must be healthy, educated and properly skilled. Human development has been improving over the years though it remains low (HDI = 0.511) compared to the countries that Uganda benchmarks with including its neighbour Kenya. The Human Development Indicator in some way also reflects the quality of education. The proportion of the Ugandan population living below the national poverty line declined from 31.1% in 2006 to 19.7% in 2013<sup>8</sup>, however, the recent assessment (2016/17) indicated an increase in poverty from 19.7% to 27%, the Eastern and Karamoja regions being the most severely affected<sup>9</sup>.

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<sup>6</sup> UBOS (2017) Preliminary GDP Growth Estimates for FY 2016/17.

<sup>7</sup> UBOS 2017.

<sup>8</sup> <http://www.worldbank.org/en/country/uganda/brief/uganda-poverty-assessment-2016-fact-sheet> .

<sup>9</sup> UBOS (2017) Uganda National Household Survey 2016/17, available at: [http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/UNHS\\_VI\\_2017\\_Version\\_I\\_%2027th\\_September\\_2017.pdf](http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/UNHS_VI_2017_Version_I_%2027th_September_2017.pdf)

Uganda's governance has been dominated by the National Resistance Movement (NRM) which took over power in 1986 after a civil war. In the 1990s, Uganda undertook fundamental structural adjustment reforms including liberalisation of the economy to attract direct investment from private sector and international agencies; privatisation of service delivery to provide more space for private sector participation in delivery of services including education, and decentralisation of governance devolving the responsibility for public service delivery to the district local governments. However, strong political control from the centre remains, with the president often directly intervening to facilitate private businesses and initiatives e.g. the directive to take over MMU as a public university (published beginning of 2018).

**State of Higher Education** - The higher education sector is growing rapidly in terms of registered universities and enrolment amidst stagnant or even declining government scholarships for university education. The number of registered universities has increased from 34 in 2010 to 53 in 2018<sup>10</sup>, eight of these being public universities. The recent presidential directive (January 2018) to turn Mountains of the Moon University and Busoga University into public universities will bring the public universities to 10. However, the Gross Enrolment Ratio for tertiary education was a mere 6.2% by 2010, barely above the Sub-Saharan average of 6.1% and far below the world average of 24% and the preferred 40% needed for economic take off. Therefore, despite the increasing number, Uganda still needs more university and college facilities to enrol more students. Although the overall unemployment rate among young people in 2015 among the economically active population was 6.5%, the unemployment rate among young people increased with each additional level of education attainment with the tertiary level unemployment rate being 11.8% and that with no education being 3.6%<sup>11</sup>. Which means that higher education increases the chances of unemployment more than the lower levels. This implies that the much desired university education for example is yet to prove its relevance with regard to employment.

Most of the private universities are concentrated in the central region and specifically around the capital city Kampala. This in a way disadvantages the rural based students who in most cases may not be able to afford the standard of living in the capital city. This inequity in the distribution of universities has in the recent past influenced public demand for opening up both public and private universities in the major regions of the country. Indeed, the recently established public universities have been guided by the principle of enabling the remote areas access to university education. Other than equity in access to university education, the different regions also have the opportunity to benefit from the university influenced development and services including outreach services. It is therefore probable, according to the evaluators, that this is part of the motivation behind turning MMU into a public university to take care of the Rwenzori region which did not have a public university yet.

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<sup>10</sup> <http://www.unche.or.ug/institutions/private-universities/page/5> .

<sup>11</sup> UBOS (2015) Labour Market Transition of Young People in Uganda, available at: [http://www.ubos.org/online-files/uploads/ubos/pdf%20documents/Labour%20Market%20Transition%20of%20Young%20People%20in%20Uganda\\_SWTS%202015.pdf](http://www.ubos.org/online-files/uploads/ubos/pdf%20documents/Labour%20Market%20Transition%20of%20Young%20People%20in%20Uganda_SWTS%202015.pdf)

**Situating university research in national development** - Research to generate new knowledge and technologies is one of the core functions of universities. Indeed, all universities espouse this in their vision and mission statements. However, university research in general is criticised for not responding to community needs and the universities themselves are also accused to be disconnected from development processes. MMU therefore from inception sought to be unique in this sense by being a development-oriented university by engaging with community. Even in well-established universities like Makerere, which are highly ranked in terms of research outputs, the focus is on scientific publications and little of that research is disseminated and applied to solve real problems in the community.

The action-research that MMU proposed to apply in the IUC programme is therefore conceptually interesting as it seeks to achieve both the scientific and development aims. In reality it remains challenging to practice, especially in university context as the staff are under pressure to publish in peer reviewed journals (attention for scientific criteria prevails over development criteria).

**Trends in applying ICT in teaching and learning** - Information Communication Technology (ICT) is one of the tools that supports university operations including teaching and learning. With increasing enrolment in universities and stagnant infrastructure, many universities are exploring the use of ICT to be more effective and efficient in training large numbers of students without interacting face-to-face. E-learning and distance learning is the trend of universities all over the world. Whereas ICT and specifically internet is increasingly becoming available and accessible, its infrastructure and capacity is yet to demonstrate that it can adequately support e-learning.

The universities are progressively improving their internet access on campus but if the students are for example to be distance learners, they need to have access to good internet facilities wherever they are. It is therefore not enough to improve internet at university campuses without similar infrastructure extended to the rest of the country where the distance learners are. Further the pedagogy of e-learning is different from the face-to-face teaching and learning approaches, implying that the instructors have to be retrained to acquire the requisite skills and attitudes to facilitate and manage ICT mediated learning.

### 1.3. Evaluation methodology and process

This evaluation was executed by a team with an evaluator from Belgium (Corina Dhaene from ACE Europe) and a consultant from Uganda (professor Paul Kibwika from Makerere University). They have not been involved in any way in the formulation or execution of the IUC programme, nor did they have any contractual relationship, now or in the past, with any of the partners involved with the project/programme under review.

In the following, the report highlights the evaluation framework used by the evaluators, the activities undertaken, the limitations of this evaluation and quality assurance.

**Evaluation framework** - The evaluation was implemented in three phases: an inception phase, a phase of data-collection and a phase of analysis and reporting. During the inception phase an evaluation framework (see annex 2) was developed, composed of five evaluation questions related to the five OECD evaluation criteria. The evaluation questions were elaborated based on the evaluation questions formulated in the ToR and the assessment criteria used in the self-assessment reports. The evaluation questions consist of different judgement criteria and guiding questions or indicators. These indicators and guiding questions indicate what information would be looked for and as such guided the data-collection and development of interview guidelines. For each of the judgement criteria an appreciation scale was developed as requested in the ToR. A four-point qualitative scale is used.

Excellent	Sufficient	Low	Poor
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This scale has not the intention to cover all indicators/guiding questions (some of them are more important in the final judgement than others) but was above all helpful in formulating a balanced judgement in a transparent manner. Table 3 presents an overview of the five main evaluation questions and their judgement criteria at project and at programme level.

The four-point qualitative scale was not used to assess synergy and complementarity: these criteria have only been introduced after the formulation of the IUC programme and it was deemed unfair by VLIR-UOS to confront them with scores.

Table 3 presents an overview of the main evaluation questions and their judgment criteria at project and at programme level. From the logical frameworks, ACE Europe understands that there is almost no difference between the logical frameworks of project 1 and 2 on the one side and the logical framework at programme level on the other side. The logical framework at the programme level is the sum of project 1 and 2. ACE Europe will therefore treat the evaluation at the programme level as a synthesis of the analysis at project level and will add a number of specific questions at programme level where appropriate.

Evaluation questions	Judgment criteria project level (project 1 and project 2) and points for analysis <sup>12</sup>	Specific judgment criteria for the programme level and points for analysis
1. To what extent is the project/programme relevant?	1.1. The objectives of the projects are consistent with the needs and problems of the university, country/local needs (more in particular the local communities and their involvement in determining the research focus), donors and other development actors	
	1.2. Point for analysis: there have been efforts to ensure complementarity and synergy with other projects/other (Belgian) development actors	1.2. Point for analysis: there have been efforts to ensure complementarity and synergy with other projects/other (Belgian) development actors at programme level
	1.3. The intervention logic of the projects is coherent	1.3. The intervention logic of the programme is coherent
		1.4. The combination of the different IUC projects has an added value for institutional strengthening of the MMU
		1.5. Point of analysis: relevance and added value of an IUC for a university such as MMU

<sup>12</sup> Specific points of analysis are related to issues that are important to analyse, but will not be scored as such. These points are often related to new policies (of VLIR-UOS or the Belgian Development co-operation) and were not yet integrated in the approach at the time of the programme formulation and thus not known to the stakeholders that formulated the programme.

2. To what extent the project's specific objectives have been achieved (effectiveness)?	2.1. The specific academic objective has been realised	2.1. The specific academic objective has been realised
	2.2. The specific development objective has been realised	
	2.3. Research and education provided is of good quality (academic standards)	
		2.4. The MMU is positioning itself in the domain of community-based research
3. What is the level of efficiency in the projects/programme?	3.1. Intermediate results have been delivered.	
	3.2. Relationship between means and results achieved and objectives (qualitative assessment)	
	3.3. Project management is conducive for efficient and effective project implementation	3.3. Programme management is conducive for efficient and effective project implementation
3. To what extent the project results will continue after the IUC programme is completed?	4.1. Level of academic and institutional sustainability	4.1. level of academic and institutional sustainability
	4.2. Level of financial sustainability	4.2. Level of financial sustainability
4. What are the indications of impact (long-term effects) of the programme? <sup>13</sup>		5.1. Indications of impact at academic and institutional level in the schools concerned
		5.2. Indications of impact at academic and institutional level in other schools and MMU as a whole
		5.2. Indications of impact on local, regional or national development processes

Table 4: Overview of the five evaluation questions linked to the five OESO/DAC evaluation criteria

Although 'community-based research' was indicated as a specific point of interest, the evaluators did not identify a framework for analysis of this concept. Rather, they decided to look at what was understood by this at MMU and what emerged to give content to the concept. The evaluators worked in a similar way to assess the capacity changes at institutional level and in the thematic areas: capacity development processes usually are non-linear and are most often not influenced by one donor or external intervention. Hence, it is important to also focus on 'what has emerged' over the last six years in the MMU, instead of only focusing on the documented intervention logic (logical frameworks of the IUC programme) as appearing from the annual narrative reports and the indicators that have been defined.

**Activities undertaken** – The activities consisted of document study, timeline workshop, semi-structured interviews and focus group discussions and an e-survey for academic and teaching staff.

<sup>13</sup> In contradiction to the ToR, ACE Europe proposed, after consultation with VLIR-UOS to analyse the question of impact at the programme level only.

The evaluators have made optimal use of existing documentation and in particular of the self-assessment reports. The self-assessment reports have been studied and analysed before the effective data-collection in the field took place. During interviews with the project leaders in Belgium and in Uganda, the self-assessment reports have been further discussed. Secondary sources have been consulted when relevant (see list of documents consulted in annex 4). The timeline workshop at the level of the institution was executed with the members of the IUC local steering committee. Semi-structured interviews were conducted with a variety of internal and external stakeholders. In case, the respondents were more than three, the evaluators choose to have a focus group discussion on particular topics, proposed by the evaluator. Respondents were in all cases invited to add issues, the evaluators did not ask for but were felt important to them.

During the mission, labs, library and the radio station have been visited.

The questionnaire for teaching and academic staff, was focused on their appreciation and experiences with several short courses and their appreciation with changes at MMU (ICT network and library). The e-questionnaire ran for three weeks and started one week prior to the mission, with one reminder one day before the mission. ACE Europe received 108 mail contacts. 15% of the provided e-mails bounced, which means that the questionnaire reached 92 respondents of which 36 replied (33%). 42% of the respondents were at MMU for longer than five years and 23% between three and five years, ¼ of the respondents was from the School of Health<sup>14</sup> and another ¼ from the School of Agriculture. 61% of the respondents was involved in other projects aimed at capacity building and training (outside of the VLIR-UOS) and 77% of them hold a master degree. A separate report on the survey results is included in annex 5).

For several reasons, a survey at the level of students was not organised, most importantly, the MMU did not have a readily available list of students that were directly affected by specific activities in the programme (such as short courses), with their e-mail addresses, since many of them already left university. Moreover, the focus of the programme so far was less on realising clear effects on students; it might be more relevant for the next phase to organise a student survey (when new curricula have been organised and new teaching methods and e-learning approaches have been consolidated).

Two restitution and sense-making workshops were organised. One at the end of the field mission, based on a power point, in order to enable the members of the local steering committee to participate in sense-making of the data and to identify and exchange on the findings and conclusions. And one in Belgium (before the drafting the final report), to discuss the results of the evaluation with the IUC programme coordinators and project leads from the Flemish educational institutions.

The combination of different sources (more in particular: interviews, focus group discussions, self-assessments, MMU documents, and e-survey) allowed for sufficient triangulation of information, for e.g. when replies to the survey indicated that respondents applied knowledge gained, the evaluators searched for concrete examples with interviewees. Other e.g. when self-assessments appreciated the radio, the evaluators checked to what extent MMU staff listens to the radio. E.g. when self-assessments stated that manuals were developed to transfer knowledge to communities, the evaluators used interviews to assess to what extent the manuals were 'fit' for that purpose.

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<sup>14</sup> Which was interesting because this school was only involved to a lesser extent in the IUC programme, but their responsiveness clearly demonstrates that the offer of short courses penetrated the whole University.

**Limitations of the evaluation** - Limitations were the following:

- The monitoring system of the IUC was not designed to follow-up on changes at the level of staff and communities. This was partly caused by the nature of the logical framework which was very much output oriented. Therefore, systematic information about those changes was not collected.
- Further to that, there were no consolidated lists of participants that benefitted from various activities at MMU or in the communities. This made it difficult to have first indications of changes that are collected in a systematic way (non-anecdotal evidence) and to understand who exactly benefited (most) from what?
- The evaluators did not have the time to go to various districts in Rwenzori Region and to sit down with various groups of beneficiaries in the communities to assess their experiences with MMU and the image they have of the university. Interaction between evaluators and communities was limited. This was not considered to have a negative influence on the conclusions since translation of research to the communities was still limited.
- There have only been a few interactions with students at MMU (volunteers at the radio). From the preparation of the field mission, it appeared that it was difficult for the Project Support Unit (PSU) to mobilise students that benefited from various activities: many of them already finished their studies. Since the evaluators understood that various interventions are only at the first stages (touching the lecturers), this was not considered as a hindrance for answering the questions of the mid-term evaluation.
- Monitoring by the PSU is done based upon indicators related to the logical framework and the key result areas (research, teaching, management, human resources development, infrastructure and management, mobilisation of additional resources/opportunities, extension and outreach). Due to the short period available for the evaluation visit, it was not possible to verify all the data provided by the PSU on these indicators. The evaluators also preferred to document “what has emerged”, instead of controlling the existing monitoring data.

**Quality assurance** - Quality was assured by the evaluation team and its careful preparation in consultation with the stakeholders at MMU: the feasibility of the programme for the evaluation visit was checked; the evaluators took into account constraints and adapted the programme accordingly. The questions of the e-questionnaire were double checked and tested, both with the leader of project 2 in the North and by two members of MMU staff in the South. Their comments have been taken into account and the questionnaire was adapted accordingly. The inception report was shared with the IUC stakeholders (coordinator and PSU) prior to the field mission to allow them to assess the approach, which is thought to contribute to relevance and to a buy-in of the stakeholders in the evaluation. Because the report was only sent a few days before the mission, the evaluators took sufficient time at the start to present and discuss the evaluation approach.

## **1.4. Structure of the evaluation report**

In the following the reader will find under 2.1. the assessment of the IUC programme on programme level, using the data and appreciation at project level. The detailed assessments at project level, including KRA, follow under 2.2. Conclusions and recommendations are treated under point 3.



## 2. Evaluation

### 2.1. Evaluation per project

The assessment of the project contains the following topics: succinct description of the project, overview of performance related to KRA's and assessment according to the evaluation questions as specified in the evaluation framework.

The evaluators would like to make one remark in relation to the quality of research, which is mainly measured by the number of articles published in peer reviewed journals and can be objectified by their ranking in the Scopus Index. The evaluators have asked for a list of published scientific articles during and after the field mission. They suggested that the list would also include references to the Scopus Index. In the absence of such a list, the evaluators were not able to validate the scientific quality although they have no reason to believe that there is a problem with scientific quality. This point will not be repeated under the description of each of the projects.

#### 2.1.1. Project 1: Action research and community engagement for development

Project 1 aims at establishing MMU as a leading centre for agricultural research (soil, water, aquaculture and agri-business) (academic objective) and transferring improved knowledge on soil, water, aquaculture and agribusiness to the farmers in order to improve production (development objective). Four research topics were developed:

- Soil: the PhD working on increased soil productivity and alternative fertilisers was discontinued. A new PhD candidate was proposed working on analysis of climate change on soil nutrients.
- Aquaculture: the PhD is working on the production of cysts of Artemia strains in water of local salt lakes and has changed its focus on lungfish.
- Water: efficient and cost-effective solutions for water harvesting and ensuring quality of water that are affordable for people with less means.
- Agribusiness: value chain integration in the dairy sector

Besides research, the project intends to mobilise dairy and fish farmers and other stakeholders in the value chain to provide them with trainings and to engage them for further development of the respective sectors.

Project 1 was managed by a team involving academic staff from the universities: KULeuven and UGent. Project 1 is hosted by the School of Agriculture and Environmental sciences. There is a collaboration with the School of business for one PhD on agribusiness. Some features of the hosting school are described in the table below.

Hosting school	School of Agriculture and Environmental sciences
Number of staff	20
Status of staff (fixed position, service contract, others)	17/20 are lecturers, of which two with PhD and one with a MSc degree.
Number of PhD finished/ongoing (within VLIR IUC)	Three PhD (aquaculture, water harvesting and soil nutrients)



Number of PhD finished/ongoing outside VLIR IUC	One PhD
Number of publications in peer reviewed journals (within IUC and outside)	Six.  The evaluators have no information about publications outside of the IUC.
Nr of students	168 (only undergraduates, the MSc is managed by the Directorate of Graduate studies and research).

Table 13: description of School of Agriculture and Environmental Sciences

**KRA –** Project stakeholders are requested to ensure a follow-up on Key Result Areas (KRA's). In the table below, the evaluation team presents a summary of the state of affairs, based on the self-assessments and with additional comments from the evaluators if relevant. This overview demonstrates that the project looked at all the KRA. The contribution of the project (with the help of the programme coordination) to the mobilisation of additional resources and opportunities should be noted. The weaker performance for KRA 1 is partly caused by the fact that two PhDs were discontinued and the fact that publishing articles in peer reviewed magazines generally needs time. It is realistic to expect more during the next phase of the IUC as the PhD scholars will have completed their programs.

The extension and outreach for this project, as defined and planned for in the project formulation is not yet fully successful although various trainings have been organised: the existing platforms could function as channels to share research results, to identify groups/individuals to participate in experimentation and trainings and to encourage them to adapt their practices and to invest in the development of the sectors concerned. To date, the platforms are not yet very functional and are clearly not used for advocacy and policy influencing. Only the fish farmers and dairy farmers are involved, other stakeholders in the value chain are not.

It should be noted, that part of the dissemination of information and knowledge is executed by using facilities developed under Project 2, such as the radio station. For e.g. The PhD on water has already developed some radio programmes on water harvesting and water quality as part of the sharing of research findings with the wider public (four programmes were broadcasted in 2017, new programmes are planned from April 2018 onwards). It is planned to provide more content based on research in the last year of phase 1 of this IUC.

KRA 1: Research	Four PhD students produced up till now six papers that have been submitted to peer reviewed journals. The feedback and acceptance are awaited. In total five papers were published in conference proceedings.  It is noted that two PhD students were discontinued in year 1 and 2 and were replaced resp. in October 2014 and in October 2016.
KRA 2: Teaching	A lab manual was developed to ensure appropriate use of the water and soil lab  For now, there is little attention for the integration of research results and proceedings in teaching: there is no mechanism to ensure this integration and the PhDs themselves are not lecturing. However, the involved PhD's see the opportunities and are planning to take this up after their PhD.

KRA 3: Extension and outreach	<p>Three paper posters are developed and displayed in the labs</p> <p>Training manuals have been developed for dairy farmers and fish farmers: the content and approach of these manuals being reviewed to ensure use and applicability: the content is not contextualised for example with regard to the breeds kept by farmers in the region, the user of the manual is not clearly defined, there is no learning process outlined. An effort is already under way to revise the dairy training manual involving consultants from the NGO SNV. A strategy on how to use these manuals in community outreach and training is yet to be developed.</p> <p>Dairy and fish farmers platforms have been established at district and regional levels respectively. They are meant to serve fora where stakeholders to exchange ideas including research findings; and develop actions to implement recommendations. The programme proposal (April 2012) refers to a board comprised of all stakeholders in the value chain (including policy makers and financial institutions). This did not succeed: the platforms only comprise the farmers directly involved in or touched by the research topic:</p> <ul style="list-style-type: none"> <li>• Fish farmers: platforms have been established at two levels, the district and regional levels. A constitution for the regional platform was under discussion at the time of this evaluation.</li> <li>• Dairy farmers: the platform that was established is not functional, it has not been possible to create a collaborative agreement. Instead, a group of 50 young urban farmers organised under Kabarole Young Farmers Network (Kyofnet) has now been identified and will continue to work with the researcher.</li> </ul> <p>Trainings have been provided:</p> <ul style="list-style-type: none"> <li>• Seven dairy trainings to the dairy farmer groups on animal nutrition at Kyembogo Dairy Centre, a 3-day workshop for members of Kyofnet, two trainings on breeding and on artificial insemination and four other trainings on feeding, breeding and animal health, the latter in other districts than Kabarole district. A consolidated (and gender disaggregated) list of participants is not available, but from separate data, it can be concluded that over 100 farmers were reached.</li> <li>• Four fish farmers trainings (in four different locations)</li> <li>• Q&amp;A: in total, 72 Q&amp;A sessions (of 140 planned) have been organised with the communities, who were identified and mobilised by the local councils and members of the dairy platform in seven districts. PhD students from MMU, lecturers and outside experts have been mobilised to act as resource persons for the communities.</li> </ul>
KRA 4: Management	<p>Two lab technicians and one support staff were recruited for the aquaculture lab.</p> <p>Two research protocols produced (larviculture and bio sand water filtration research protocol)</p>
KRA 5: Human Resources Development	<p>Four PhDs are ongoing, two are expected to finish end of 2018 (the other resp. in 2019 and 2020).</p> <p>Two PhD students had a pre-doc (one for a PhD that was discontinued)</p> <p>The PhD on aquaculture went for a 6-week internship course to Vietnam</p> <p>Two MSc theses supported in the soil theme and two in the water theme with two more planned for 2018 (the last year of phase 1 of the IUC). One of the MSc obtained a PhD scholarship in the meantime (Austria).</p>

KRA 6: Infrastructure management	Two labs have been installed and equipped within the School of Agriculture and Environmental Sciences. They are at basic level. The water lab also integrates the soil lab.
KRA 7: mobilisation of additional re-sources/opportunities	<p>Three additional PhD scholarships and two masters were secured.</p> <p>The IUC programme contributed to securing additional project funding mainly related to the topics of project 1: four VLIR-UOS South Initiatives (one on health and HIV) and one TEAM project.</p> <p>A dairy development centre was set-up, sponsored by international companies (funds for infrastructure, research, equipment and milk cooling installation). It can be considered as a spin off from project 1.</p>

Table 14: description of status of KRA's for project 1

In the following, the evaluation team gives an overview of the assessment of project 1. It is based on the guiding questions in the evaluation framework (see annex 2), which also refer to the indicators of this project as formulated in the logical framework.

EQ 1 – To what extent is the project relevant?	
Judgment criteria	Comments
<p><b>1.1. The objectives of the project are consistent with the needs of the MMU, the country/local needs, the VLIR-UOS strategy for Uganda and donor's policies</b></p> <p><b>Score: Excellent</b></p>	<ul style="list-style-type: none"> <li>The topics chosen for research are relevant with regards to Uganda's National Development Plan II (2015/16 – 2019/2020) that drives Uganda towards attainment of a middle-income status by 2020; and Uganda's Vision 2040 which aims at transforming Uganda from a peasant to modern and prosperous country.</li> <li>The objectives of the IUC program are consistent with the National Agricultural Sector Strategic Plan (2015 – 2020) aiming at increasing agricultural production and productivity; and the National Agricultural Policy (2013) whose vision is a competitive, profitable and sustainable agricultural sector.</li> <li>Investing in quality of research, for e.g. through PhD and labs is one of the strategic goals mentioned in MMU's strategic plan (2011-2021) as is doing so in close cooperation with the community. The goals have been endorsed by the governance structures which comprise of representatives of community leaders (political, religious, others).</li> <li>The investment in the quality of research and human resources is very relevant taking into account the status of the MMU at that time, having a provisional licence from the NCHE to function as a University. Attainment of a Charter required that the University complied with the minimum standards set by NCHE including quality of staff and infrastructure.</li> <li>The School of Agriculture and Environmental Sciences appreciated that various disciplines were addressed through the research topics and as such the whole school was covered and allowed access to new knowledge and lab facilities.</li> <li>Research topics were decided upon by N and S partners in consultation when discussing the programme proposal (April 2012) and after discussions with members of the community (validation)</li> <li>In the case of aquaculture and soil: the concrete research topics were defined in the North for soil (the second PhD student on soil was doing a MSc in a related topic at the UGent). The topic of Artemia was already addressed in a previous project between UGent and MMU and informed by a BTC study) and accepted/accommodated by MMU/ School for Agriculture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Validation of research topics with community is done through meetings with the community, to ensure as much as possible relevance and to identify specific aspects, but most important to ensure access for data collection and result restitution.</li> <li>• The topics chosen are relevant with regards to Uganda's Poverty Eradication Action Plan at the time of formulation and the Uganda agricultural sector policies as mentioned in the programme document (2012, 40-41). The research on water harvesting and quality is mainly aiming at the households and not at water for agricultural practices.<sup>15</sup></li> <li>• Providing trainings and Q&amp;A sessions to community members and farmers responds to a clear need, especially since the extension services of the government are almost not functional and deprive the farmers of direct support.</li> </ul> <p>The topics are said to respond to the following needs (programme document, 2012, pages 41-42)</p> <ul style="list-style-type: none"> <li>• Aquaculture and artemia: relatively insignificant production of animal proteins of aquatic origin within the context of declining yields from fisheries. The focus on artemia was influenced by a previous collaboration between the UGent and MMU on Artemia. A specific challenge for this topic is that there was no Artemia production in Uganda.</li> <li>• Agribusiness: lack of organised marketing for most agricultural products leading to decrease of income and worsened by the fact that agro-processing and value addition are underdeveloped.</li> <li>• Water harvesting: irregular availability of water due to erratic rainfall.</li> <li>• Soil: changes in soil fertility and soil degradation, partly caused by climate change. The topic of the research was changed from a focus on alternative fertilisers to effect of climate change on soil nutrients (because of the discontinuation of a PhD student and change of promotor). The research will analyse effects of climate change on the trends of soil nutrients and assess effects on production levels</li> </ul>
<p><b>1.2. There have been efforts to ensure complementarity and synergy with other projects/other (Belgian) actors</b></p> <p><b>No score</b></p>	<ul style="list-style-type: none"> <li>• In general, there was attention to work with actors from outside the university. Through its governance structures, MMU is well connected to various actors, including local civil society organisations and NGO's and these contacts are used when appropriate (for example to organise the Q&amp;A sessions).</li> <li>• This attention was visible in all research topics, but was (for now) less materialised in the aquaculture research topic.</li> <li>• The interaction was mainly for advisory input and not a strategic collaboration or a synergy between projects, except for the collaboration between the Ministry for Water and Environment.</li> <li>• Water topic: there were several synergies: (i) there was a clear link between the research and a Flemish Partnership Project (2014-2015) which focused on training community groups on construction of water harvesting systems using low cost materials. Harvesting systems, and concrete tanks were constructed for demonstration purposes and as a way of community service delivery, so not directly related to the research topic (for e.g. for the beekeepers' association). (ii) To build the tanks, MMU employed an engineer from the local NGO HEWASA and worked with HEWASA for an initial survey on existing technologies. (iii) With PROTOS, there was an exchange on</li> </ul>

<sup>15</sup> Topic as defined in the narrative report 2016: 'development of a low cost technology to ensure sufficient quantity and quality of rainwater for domestic use'.

	<p>strategies (related to the catchment plan in the Albertine zone), (iv) To achieve a number of intermediate results, collaboration was established with the Ministry of Water and Environment. The Ministry embarked on the formulation of catchment water management plans across major water sources in Uganda and contracted a consultant called to work on a catchment management plan. Since this was also similar to the IUC project objectives, MMU decided to work alongside the consultant working for the Ministry: participation of the PhD + other lecturer in the field work, contribution of data and set up of six rainfall monitoring stations in the region. As such, MMU realised the planned intermediate results through this collaboration.</p> <ul style="list-style-type: none"> <li>• Aquaculture and artemia: there was a plan to work with BTC; but this collaboration failed to materialise (BTC pulled out). There is exchange of information with the National Fisheries Research Institute of the National Agricultural Research Organisation (NARO).</li> <li>• Agribusiness topic: there has been an exchange with TRIAS on their strategies to develop entrepreneurship with farmers (but organised within a South Initiative project) and with SNV to look at the manual for dairy farmers. An MoU was established with a private company from Kenya, Coopers, to provide training and inputs for artificial insemination. The land at Kyembogo farm is jointly used by MMU (and the project) and the National Agricultural Research Institute (the land is government property)</li> <li>• Soil: there has been an exchange with an Austrian project (APPEAR) and the PhD will receive data on rain fall from this project.</li> <li>• Although MMU and the School for Agriculture have developed contacts in the previous years with Iles de Paix and SAFNET on sustainable farming practices with small holder farmers, these partners were not directly involved in Project 1.</li> <li>• There is no evidence of clear synergy with other VLIR-UOS funded projects, the South Initiatives and Team projects.</li> <li>• A collaboration with district officials seems to be limited. For the soil project, the Uganda Wildlife Authority is involved as the research is going on in a natural park, but there is no real collaboration. District officials have been involved in Q&amp;A sessions.</li> <li>• The self-assessment report is providing additional information on connection with other research initiatives (page 9).</li> </ul>
<p><b>1.3. The intervention logic of the project is coherent</b></p> <p><b>Score:</b> insufficient, action needs to be taken</p>	<ul style="list-style-type: none"> <li>• It should be noted that the PSU appreciated the logical framework as it provided them with clear guidance on the deliverables.</li> <li>• Overall, the results orientation of the logical framework is weak. In fact, the logical framework looks more like an outline of the research steps than an intervention logic. Intermediate results are sometimes activities or simple products but do not refer at changes expected. This makes it difficult to use the logical framework to monitor changes and to use this information to take decisions about the project (what to change, strengthen, improve, ...).</li> <li>• The pathway from research results to changes in practice and policy influencing do not clearly appear from the logical framework and assumptions related to that pathway are not identified: what are the steps necessary between research, transfer of results and improved production; what factors and actors do play a role?</li> <li>• The expectation that PhD's would finish in four years appeared not to be very realistic. One of the reasons might be the system of sandwich PhD, whereby the PhD spends half of the time in Belgium and half of the time in Uganda. At MMU, the PhD and his work are facilitated by the PSU but a strong accompaniment by a local promotor is lacking. The project did identify local promotors from Makerere but there was no budget available to facilitate their mobility to Fort Portal.</li> </ul>

	<ul style="list-style-type: none"> <li>• The academic objective to be a leading centre for agricultural research is to weakly defined: the presence of three PhD degrees might not be sufficient to speak of a leading centre, but first steps are taken (compared to the number of PhD's that are actually present in the School).</li> <li>• Various assumptions identified in the logical framework are in fact preconditions to be able to execute the project, such as: willingness of local communities to collaborate.</li> </ul>
<p><b>Overall judgement on relevance of the project</b> The project is highly relevant from different perspectives. The combination of a focus on the quality of research and the cooperation with communities builds a strong case for community-based research. This is however not reflected in the logical framework: this framework clarifies the subsequent steps in the research but is not sufficiently clear about the pathway to change at the level of communities. The strategy for community involvement is thus weakly developed. The evaluation team also feels that the creation of platforms, mobilising all actors in the value chain is probably not the most relevant option for a university to initiate and to support.</p> <p>There is a clear attention for using other actors' expertise in developing the research topics and in executing the research demonstrating an openness and willingness to work together and to exchange information, although not in a very systematic or strategic way and sometimes left to the individual initiative. Operational collaboration was noticed on the water research topic and for the organisation of the Q&amp;A sessions involving not only MMU staff but also others.</p>	

EQ 2. To what extent the project's specific objectives have been achieved (effectiveness)?	
Judgment criteria	Comments
<p><b>2.1. The specific academic objective has been realised:</b></p> <p><b>Score: good</b></p>	<ul style="list-style-type: none"> <li>• The objective in the logical framework is the following: MMU is established as a leading centre for agricultural research (soil, water, aquaculture and agri-business).</li> <li>• The evaluation team finds that the MMU is evolving in the direction of an agricultural research centre in the region. This is an ongoing process: 2/4 PhD's will finish by the end of Phase 1 of this IUC and more PhD are probably necessary to make MMU a <i>leading</i> centre (as mentioned in the logical framework).</li> <li>• Acceptance and publishing of articles in peer reviewed journals: this will hopefully start from 2018 onwards; it is important as an indicator underpinning research capacity.</li> <li>• MMU has obtained a formal licence (the Charter) and is recognised as a private university. The NCHE performed an audit and, in their conclusion, the audit team stated as follows: "(...) <i>the team is satisfied with current status in terms of governance, infrastructure, teaching and learning process, human resource and financial health of the university</i>".</li> <li>• A more research-oriented spirit can be noticed in the School for Agriculture: thanks to the lab more MSc and lecturers have opportunities to develop smaller research ideas and are taking more initiative: this is important to allow the school to become a centre and not a sum of PhD research topics. This is at the beginning.</li> <li>• There is an awareness the level of the PhDs of the need to integrate research results<sup>16</sup> in the teaching but effective action has not yet been taken and this would need specific attention in the future.</li> <li>• To be leading, other actors (besides NCHE) need to recognise the MMU for its research capacity: this will need to be further developed</li> </ul>

<sup>16</sup> For example: request to pay more attention to statistics, ideas to integrate practice from dairy farm research in value chain logistics course at business school.



	<p>(developing a strong demand side for research, from civil society, government actors, other donors, ...)</p> <p>Explanatory factors</p> <ul style="list-style-type: none"> <li>• Weaker performance in finalising PhDs: discontinuation of two PhDs, sandwich PhD;</li> <li>• Facilitation by PSU of PhD research supported the research</li> </ul>
<p><b>2.2. The specific development objective has been realised</b></p> <p><b>Score:</b> insufficient, considering changes at community level and not only taking into account the effort of going to the field</p>	<ul style="list-style-type: none"> <li>• The objective formulated in the logical framework is the following: 'improved knowledge on soil, water aquaculture and agribusiness are transferred to the rural farmers to improve production'.</li> <li>• Since the PhD's have not yet been finalised, new knowledge is not yet fully accessible.</li> <li>• The indicators refer to training manuals and trainings for farmers: 2/4 planned trainings manuals (fish farming and dairy farming) have been developed but the quality of those manuals is poor (see under KRA's) and there is no evidence of them being effectively used.</li> <li>• There have been 72 Q&amp;A sessions (of 140 planned) and various trainings reaching at least more than 100 farmers in the region. A lot has been done to transfer knowledge but overall more experiments and monitoring are needed to justify the claim of improved production resulting from the research on soil, aquaculture and agribusiness.</li> <li>• Connection of the topics of the trainings and the current PhD research is not clear.</li> <li>• In general, there is a need to pay more attention for developing a strategy on interaction with communities and how to help them to explore and understand (PhD) research results, how to apply them and take informed decisions about their practices/farm: this year 2018 might be crucial to have a first clear demonstration of the added value of the research (see water topic).</li> <li>• Water topic: the water lab has made it possible to monitor the water quality of several drinking water sources in the community in Kabarole District. This was part of the baseline for the research and it was highly appreciated by the community to receive this information.</li> <li>• Perception of communities and the image they have of MMU was not assessed in depth during the evaluation (limitation).</li> <li>• With the farmers of Kyembogo we could notice an eagerness to have access to more knowledge. Several farmers of Kyembogo gave testimony about the fact that changing the nutrition of their cows have increased milk production. More tests will be done in the future to follow-up on this.</li> <li>• Interaction with the fish farmers revealed that trainings made them realise that they needed to work harder (exchange information amongst each other, think about joint market strategies), interact with local government (talking to them about the need for e.g. to have fish extension workers). They gained new insights in opportunities for fish processing and understanding market opportunities but are still in the early stages of understanding. Interaction with the farmers on artemia is still limited for now: e.g. cysts were used for demonstration but farmers expressed that they do not have access to the cysts (not on the market).</li> </ul> <p>Factor that contributed to the results:</p>

	<ul style="list-style-type: none"> <li>• Sensitivity to community engagement is part of MMU DNA: there is a willingness amongst the lecturers to go to the communities and to engage with them.</li> </ul>
<p><b>2.1. Research developed and provided through the IUC is of good (academic) quality</b></p> <p><b>Score: good</b></p>	<ul style="list-style-type: none"> <li>• Project 1 is about research and dissemination of research results but is not related to education.</li> <li>• The PhD's receive a good follow-up and guidance from the promoters in the North, following existing research protocols which is a guarantee for qualitative research.</li> <li>• Clearly: academic criteria are leading in the research, more than development intentions, but no tension is observed by the respondents.</li> <li>• In the North, PhD students are exposed to an international environment of students and professors, state of the art labs and knowledge, support in academic writing, research methods and statistics, all of this contributing to the quality of the research, as was confirmed by the PhD students themselves.</li> </ul> <p>Factors that contribute:</p> <ul style="list-style-type: none"> <li>• There is attention for a practical approach through the Kyembogo Dairy Development Centre (realised with funds outside of the IUC) which can contribute to the quality of the research (and teaching)</li> </ul>



### Overall judgement on effectiveness of the project

Effectiveness cannot be fully assessed, given the delay in the realisation of the PhD's and the fact that peer reviewed articles have not yet been published. However, obtaining the official licence to function as a university is a clear external recognition of the academic ability and quality in MMU. The evaluation team thus finds that the MMU is evolving in the direction of becoming an agricultural research centre in the region. This is an ongoing process: two in four PhD's will finish by the end of Phase 1 of this IUC and more PhD are probably necessary to make MMU a *leading* centre (as mentioned in the logical framework). Quality of the research is ensured by a close and active follow-up by the promoters and the general research environment in which the PhD's are working when in Belgium.

Since the PhD's have not yet been finalised, new knowledge is not yet fully accessible. However, a lot has been done within project 1 to transfer (other) available knowledge through trainings and Q&A sessions. The combination of having the funds to go to the communities and the fact that MMU staff is actually very willing to engage with the communities contributed to the realisation of these trainings and Q&A sessions. Clearly, the objective of organising 140 Q&A sessions appeared to be overly ambitious. The manuals have not been helpful in supporting the interaction with the community, because of their low quality.<sup>17</sup> Overall the evaluators find that more experiments engaging the community and monitoring of the results thereof are needed to justify a claim of improved production resulting from the research on soil, aquaculture and agribusiness (the water topic being only related to domestic use of water). There is a need for more attention for working with communities to explore the PhD research results, to apply them and to take informed decisions about their practices/farm: this year 2018 is crucial to demonstrate the added value of the research for communities. The evaluators conclude that it is not enough to simply organise trainings and Q&A and to fulfil the indicators mentioned in the logical framework but that the focus should be on the actual change at the level of the users. Currently, there is too little information about that aspect. However, the lack of a clear strategy of community engagement and the systematic approach towards trainings and Q&A make the evaluators believe that changes might not be evident (see under efficiency).

### EQ 3. What is the level of efficiency in the projects?

Judgment criteria	Comments
<b>3.1. Intermediate results have been delivered.</b>  <b>Score: good</b>	<ul style="list-style-type: none"><li>• The project has one PhD more than initially planned or agreed with VLIR-UOS.</li><li>• The project is not finalised yet and it is expected that not all intermediate results related to the PhD's (2/4) will be realised by the end of phase 1 of the IUC. The evaluators did not check in detail the realisation of those intermediate results that represent the various steps in the PhD research, but accepts the finding from the assessment reports, that the PhDs are in general progressing well (although some have been delayed for reasons already mentioned).</li><li>• The planned MSc will be realised as planned (two are planned for 2018)</li><li>• The platforms have been created: the dairy platform is currently dysfunctional (thirteen meetings have been organised but the responsiveness and interaction between farmers and MMU is not there/working), the fisheries platform has been established very recently (involving 200 fish farmers in eight districts and at regional level).</li></ul>

<sup>17</sup> This was concluded on the basis of the manuals and interviews with potential users (both within the university and at community level).

	<ul style="list-style-type: none"> <li>• There is a delay in realising training manuals of good quality: the dairy manual is currently being upgraded with input from SNV.</li> <li>• The number of trainings planned have been attained already.</li> <li>• 50% of Q&amp;A sessions have been realised.</li> </ul> <p>Explanatory factors:</p> <ul style="list-style-type: none"> <li>• Establishment of the labs through project 2</li> <li>• Lack of good guidance at MMU for PhDs from Ugandan promoters, at the same time this means that MMU did not have the opportunity to influence other institutions with their view on community engagement.</li> <li>• Engagement with the community in a structured way is not self-evident, but needs a lot of investment, which might not have been anticipated</li> <li>• Given the HR capacity of MMU (numbers of staff), it is not evident to organise a lot of field Q&amp;A's.</li> </ul>
<p><b>3.2. Relationship between means and results achieved and objectives (qualitative assessment)</b></p> <p><b>Score:</b> good, with some points of attention</p>	<ul style="list-style-type: none"> <li>• With the PhD scholarships, the project covered the main topics of the School for Agriculture and Environmental Sciences which can be seen as an efficient approach to upgrade the whole School.</li> <li>• Funds for research were limited.</li> <li>• Good idea to have a masters behind each PhD: PhD can mentor master and has access to some data that can inform his/her research. Good use of resources.</li> <li>• MMU from their side contributed with small financial input to support the PhD's and their research: paying fees for publication of articles, accommodation conferences.</li> <li>• The choice for sandwich PhD is maybe not the most efficient but is very much appreciated by the PhDs and MMU: in the North, PhD's have access to quality of research, state of the art equipment, research facilities, state of the art software, exposure and networks. Being at MMU offers to advantage to keep and maintain the networks in Uganda, to follow-up on (a limited number of) MSc students, to spend time with family.</li> <li>• Funds for scholarships were transferred to project 2: funds were overestimated (relative to planned months of stay in Belgium).</li> <li>• Q&amp;A sessions are an efficient way to reach a lot of community members/farmers at the same time: farmers can interact with experts and MMU gains visibility + PhD's are starting to use the radio to disseminate their results.</li> <li>• Thanks to additional funds, initiatives that facilitate training and outreach are becoming possible, for e.g. Kyembogo dairy centre is facilitating training and outreach.</li> <li>• Three elements weaken the efficiency, mainly in relation to the community involvement. They are all related to a weak strategic approach: (i) the research cannot really be considered to be full action research (lack of integrating reflection with community members within the process (trying out, joint analysis, adaptation, ...)<sup>18</sup>, beneficiaries are not considered to be co-researchers), (ii) there is not yet a clear strategy for community engagement, especially not for the organisation of trainings: this happens in an ad</li> </ul>

<sup>18</sup> This was confirmed by the perception of other actors in the region, such as the Kabarole Research and Research centre who have developed action research and are active in evidence based advocacy. The evaluators noticed that many of the activities to interact with the communities are extra activities for MMU staff and the PhD's and are not clearly interwoven with the actual research.

	<p>hoc way without systematic follow-up on the results. The view on the platforms and how they should function is unclear as well: a lot of money and efforts were used but without good results so far. The discontinuation of two PhD's means that money spent was not really effective. A lot of problems were encountered on the Aquaculture topic: the aim was to domesticate wild fish but this proved not to be successful. The researcher is now focusing on lungfish.</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> <li>• The establishment of the radio is a good tool for PhD's to disseminate research results (emerging)</li> </ul>
<p><b>3.3. Project management is conducive for efficient and effective project implementation</b></p> <p><b>Score:</b> insufficient when considering the community engagement part</p>	<ul style="list-style-type: none"> <li>• There is no indication that the relations between the project team leaders is problematic.</li> <li>• The team leader is playing his role: facilitating the research of the PhDs, providing guidance, managing logistics, organising interaction with community, interaction with PSU (through the local steering committee which is organised every month). The challenge for the team leader was the fact that there were a lot of different activities to manage (and these came on top of the other tasks, without much extra facilitation). Frequent turn-over of team leader did not make things easier.</li> <li>• There is a lot of attention for realising the planned deliverables.</li> <li>• There is evidence of flexibility within programme (to accommodate PhDs and their research) although this is not easy (e.g. aquaculture project and the aim to domesticate fish). It was not easy to change research approach because everything (the results of the whole project) depend on the PhD, this is a challenge.</li> <li>• Execution and progress of the project have not lead to a discussion about the logical framework: since the logical framework is very much activity oriented and looking at deliverables, it does not stimulate reflection upon the 'how' and the 'why' of the execution, the assumptions and the strategy. This is a missed opportunity.</li> <li>• No clear protocol for follow up on indicators at the level of farmers (see programme logical framework), and lack of tools to do so. Respondents refer to the role of platforms, the role of extension district service and the role of students to play a role in data collection, but there is no approach or system. As it is now, it is difficult to have a clear view on who exactly benefited in what way.</li> <li>• No gender disaggregation of data on farmers and community members reached. This was not explicitly asked for by VLIR-UOS.</li> <li>• The absence of a clear model or strategy for community engagement hampers the expectations management with members of the community. For e.g. with the fish farmers platform and Kyofnet: the role of the university in the platform is not clear, what will be the task division and the responsibility for delivering results, expectations from MMU are going beyond its capacity.</li> </ul> <p>Explanatory factors:</p> <ul style="list-style-type: none"> <li>• The PSU provided clear guidance on the deliverables and ensured continuity.</li> </ul>

### Overall judgement of efficiency of the project

The choice of the PhD topics and the choice to also invest in MSc allows to cover and upgrade the whole school of Agriculture and Environmental Sciences. Which is a good use of the funds. The realisation of the PhD's has been done in the most efficient way possible, taking into account the importance of PhD's to spent sufficient time at MMU and at home. Unfortunately, too little research guidance could be provided at MMU (by local promoters) which delayed the PhD's. Project management was demanding but happened in an atmosphere of good understanding and a strong will to perform and realise the intermediate results. The PSU and the local steering committee have been very instrumental in that. Manuals and Q&A sessions + making use of the radio are efficient tools to reach a lot of community members at the same time. On the downside: efforts to really engage with the community have suffered from a lack of strategy and a clear model for community engagement. Such a model would also have informed the formulation of relevant indicators for change and the development of a mechanism to ensure monitoring and follow-up of changes at community level. As it is now, it is very difficult to have an insight in the benefits of the project (what changed for who?). Such a model could clarify the limitations of what MMU can do and as such would help to manage expectations. Not having such a model, is a clear risk for MMU given its important mission to be a community owned and governed university.

### EQ 4. To what extent the project results will continue after the IUC programme is completed?

Judgment criteria	Comments
<b>4.1. Level of academic and institutional sustainability</b>  <b>Score: good</b>	<ul style="list-style-type: none"> <li>The MMU has reviewed its strategic plan in 2017 and has clearly integrated the IUC themes.</li> <li>The intensified attention for research has stimulated many lecturers at MMU, this eagerness to do more (and for e.g. to go for masters, PhD's and research), will certainly remain.</li> <li>There is a strong commitment and willingness from lecturers and top management to invest in research.</li> <li>Interviews with PhD students demonstrate that they have ideas about the future and that they feel there are listened at and supported by their superiors.</li> <li>The retainment of PhDs remains a challenge: PhD's will be bonded for not less than five years. There is however doubt whether the University would and could enforce this, given that this might cost money.</li> <li>Policies, for e.g. on research, still have to be translated into concrete procedures and mechanisms at various levels of the university.</li> <li>When looking at community engagement; this is a clear point of attention and is integrated in the staff appraisal mechanism. However: because there is no clear model, criteria to assess performance are not yet identified.</li> <li>With the recognition as a public university, there is a risk that the attention for community issues will remain at the surface, hence, a certain urgency to identify a MMU model for community engagement.</li> </ul> <p>Factor that contributes:</p> <ul style="list-style-type: none"> <li>There was already some ground at MMU for being research oriented: this is very much stimulated by the Dean of the School (in an informal way) and every 3<sup>rd</sup> Thursday of the month there is an MMU meeting with the Directorate for Research to discuss new ideas and topics.</li> </ul>

#### 4.2. Level of financial sustainability

**Score:** insufficient

- Thanks to project 1 (and some short courses on academic writing and research methods under project 2), lecturers have understood that they should become more active in writing research proposals to attract funding.
- The actual financial situation of the MMU does not allow to invest in research: salaries remain very low, there is no possibility to have additional labs, the general resources base is still weak. The MMU is thinking about income generating activities (see business plan of Kyembogo Dairy Development Centre), and results might become visible in the following years but additional income will still be limited.
- The budget for research is now at 4% of the total budget (which is limited) and is primarily supporting the research for undergraduates and MSc.
- The university might be able ensure interaction with the community by using the radio (provided that the radio reaches a more stable level of sustainability) but will probably not be able to sustain trainings and Q&A sessions in the field with its proper means. MMU is not yet reflecting upon this.
- Recognition as a public university might improve the financial situation, at least for investment in infrastructure and in paying higher salaries for university academic and teaching staff.

#### Overall judgement of sustainability of the project

The project has strengthened the attention for research within the School for Agriculture and Environmental Sciences and created opportunities (through the labs) for university staff to start small research projects. Further to the intensified spirit for research, the awareness of the importance to be more actively involved in proposal writing has become stronger. Sustainability of the results of the project are under pressure however, both from academic and institutional point of view (particularly when it comes to retainment of PhD's) and from a financial point of view. The recognition as a public university presents a huge opportunity, which is particularly appreciated by all academic staff, but also a risk with regards to the pillar of community engagement. The timeline for an actual decision and transition towards a public university is however not yet defined.

### 1.3.2. Project 2: Transversal institutional strengthening

The assessment of the project contains the following topics: description of the project, overview of performance related to KRA's and assessment according to the evaluation questions as specified in the evaluation framework.

Project 2 is about three main strands: (i) supporting the university functions of research, teaching and outreach with policies, ICT network, ICT systems for learning and administration, equipment for labs and outreach centres, infrastructure (Radio) and short courses to upgrade basic skills of staff, (ii) innovation of teaching by developing e-learning and new curricula and by supporting two PhD's and (iii) stimulating the outreach function and community education (through trainings and radio programmes).

Project 2 was managed by a team involving academic staff from the universities: Vrije Universiteit Brussel (who took the lead), Thomas MORE Hogeschool, HOWEST, UGent, University of Antwerp and two external people (on finance and HR). Project 2 is not hosted by a particular school, although the School of Education (SoE) and the School of Informatics and Computing (SoIC) have played a major role in the execution of the project. They were represented in the local team, next to the manager of the radio, a technician, a representative from the Planning and Development Unit/Media and Dissemination, the library and the ICT Directorate.

Schools involved	SoE (School of Education)
Number of staff	31 (including 2 administrative staff)
level of staff	27 MSc
Number of PhD finished/ongoing (within VLIR IUC)	Two PhD (one finished)
Number of PhD finished/ongoing outside VLIR IUC	Two PhD
Number of publications in peer reviewed journals (within IUC and outside)	The evaluators have no information about this
Nr of students	Department of preservice education (training of teachers): 268 (of which 125 women and of which students in the new bachelor for mass communication: 23  Department of distance education (diploma): 178 (no gender disaggregated data available)  Short course on primary school management for head masters and teachers: no information about nr. of students

Table 15: description of School of Education

Schools involved	SoIC (School of Informatics and Computer Sciences)
Number of staff	Eleven staff: eight lecturers, three lab attendants
level of staff	Three bachelors, eight masters, no PhD
Number of PhD finished/ongoing (within VLIR IUC)	/
Number of PhD finished/ongoing outside VLIR IUC	/
Number of publications in peer reviewed journals (within IUC and outside)	/
Nr of students	26 girls and 84 boys (end of 2017)

Table 16: description of the School of Informatics and Computer Sciences

#### KRA – comments

Project stakeholders are requested to ensure a follow-up on Key Result Areas (KRA's). In the table below, the evaluation team presents a summary of the state of affairs, based on the self-assessments with comments from the evaluators where relevant.

This project addressed all the KRA's and was clearly quite diverse and 'fully packed' at each level.

KRA 1: Research	<p>Three papers published in peer reviewed journals</p> <p>Two papers under review</p> <p>Five conference proceedings</p> <p>One conference abstract</p> <p>One peer reviewed book chapter</p>
KRA 2: Teaching	<p>New curricula developed on:</p> <ul style="list-style-type: none"> <li>• Bachelor degree in Journalism and Mass Communication (three years, accredited by NCHE, 2<sup>nd</sup> year of execution)</li> <li>• Bachelor of science in Computer Network Security (not yet implemented, submitted for accreditation)</li> <li>• Bachelor of science in Software Engineering (not yet implemented, submitted for accreditation)</li> <li>• Bachelor of science in Multi-Media Technology (not yet implemented, submitted for accreditation)</li> <li>• Postgraduate in higher education pedagogy (still under development, is supposed to be compulsory for all academic staff)</li> </ul>
KRA 3: Extension and outreach <sup>19</sup>	<p>Development of posters on ongoing research</p> <p>Learning materials were developed on primary school management and on ICT for Primary and secondary schools</p> <p>Two videos produced on the project</p> <p>Training on ICT skills of two months for 35 teachers from the Bachelors for education and diploma primary education and 25 of the diploma secondary education, provided by SolC (as extra on top of their programme with the School of Education)</p> <p>Training on primary school management improvement: two training sessions for 123 teachers (in 2014-2015), provided by the school of Education in collaboration with district officials</p>

<sup>19</sup> The evaluators have difficulties in seeing clear what activities for which groups and number of participants have been organised. There is some inconsistency between the latest activity report (2016) and the self-assessment.



KRA 4: Management	<p>Development of new policies:</p> <ul style="list-style-type: none"> <li>• ICT policy (August 2015)</li> <li>• Policy on e-learning</li> <li>• Research supervision and mentorship guidelines</li> <li>• Development of a training of trainer's manual (2016)</li> <li>• Community engagement manual (2015)</li> </ul> <p>Development of systems:</p> <ul style="list-style-type: none"> <li>• Moodle system: platform for access to learning materials and online interaction with students</li> <li>• ARIS: Academic Results Information System for registration of students and their marks</li> <li>• ABCD system in the library</li> <li>• Institutional repository not yet operational, policies are being developed</li> <li>• Not yet a system for HRD and finance</li> </ul>
KRA 5: Human Resources Development	<p>Two PhD's (of which one has finished and the 2<sup>nd</sup> will finish end of 2019): one on e-learning<sup>20</sup> (finalised) and one on community education through audio learning materials</p> <p>Various trainings of staff in Belgium (from several weeks to six months):</p> <ul style="list-style-type: none"> <li>• Two in science education</li> <li>• Three in applied computer science</li> <li>• One in library systems</li> <li>• Two in educational sciences</li> </ul>
KRA 6: Infrastructure management	<p>E-learning lab installed (equipped with computers)</p> <p>Equipment for water/soil and aquaculture lab</p> <p>New servers installed (six in total)</p> <p>Radio installed and operational</p>
KRA 7: mobilisation of additional re-sources/opportunities	<ul style="list-style-type: none"> <li>• Two MSc short trainings in educational sciences (see the above) financed by BTC</li> <li>• Support from Close the Gap with 200 computers (second hand revised + 66 new ones)</li> <li>• Support from the government of Uganda National Information Technology Authority (NITA) to connect the fibre optic cable</li> <li>• Donation of the Government of West-Flanders for 10 km optic fibre cable (contact facilitated by HOWEST)</li> <li>• Input of HOWEST (last mile costs, router, university energy consumption audit)</li> </ul>

Table 17: status of KRA's for project 2.

In the following, the evaluation team gives an overview of the assessment of project 1. It is based on the guiding questions in the evaluation framework (see annex 2), which also refer to the indicators of this project as formulated in the logical framework.

<sup>20</sup> The definition of e-learning used in the PhD research is the following: '*Learning technique management by computers and internet in which information is stored for retrieval by learners and in which communication is made easier through electronic gadgets.*' (from the interview with the PhD). The main objectives of the research were: (i) developing a positive ground for innovative pedagogy in MMU, (ii) establish student-teacher abilities in conducting e-learning and use of technology in education, (iii) building capacity for student self-regulatory learning and learner knowledge construction abilities.



EQ 1 – To what extent is the project relevant?

Judgment criteria	Comments
<p><b>1.4. The objectives of the project are consistent with the needs of the MMU, the country/local needs, the VLIR-UOS strategy for Uganda and donor's policies</b></p> <p><b>Score: good</b></p>	<ul style="list-style-type: none"> <li>• The focus on infrastructure (ICT, labs, ...) and systems was very relevant for the MMU which was considered to be a 'fragile' institute (following a 2014 audit executed by VLIR-UOS), for ex. being able to register all students and their marks in a secure way is of utmost importance for a university.</li> <li>• The attention to infrastructure, innovation of teaching and outreach is fully in line with the 2012-2021 strategy of MMU and with the IUC approach of VLIR-UOS.</li> <li>• Obtaining the Charter from the NCHE is a recognition of the relevance.</li> <li>• It is relevant to include attention for basic short courses for MMU staff to upgrade all of them in some basic skills at the same time (for e.g. related to ICT), as such boosting their competences and creating a critical mass for change.</li> <li>• Both short courses and other activities have touched all MMU Schools at different levels which is important to support change university wide.</li> <li>• In general: the activities have been very much appreciated by the stakeholders at MMU; what seems to stand out are the short courses on research techniques and academic writing, teaching and pedagogical skills and ICT, the improved access to internet and having a university/community radio where 'researched' and trustworthy information can be disseminated.<sup>21</sup> Respondents also confirmed that they felt very much involved in the development of systems and in thinking through what was needed (although less evident for the library, see further below).</li> <li>• Attention for innovation in learning and e-learning and access to e-library is in line with general trends in Uganda (see under context)</li> <li>• The radio is a very 'nice to have' infrastructure that can be very relevant to support the community engagement of the university. Its relevance will however depend upon the definition of a clear 'model' for community engagement and the added value vis-à-vis other radio's in the region.<sup>22</sup></li> <li>• The relevance of the choice for the ABCD library system cannot be validated: the system was proposed by VLIR-UOS and MMU accepted, but apparently no other university library in Uganda uses this system.</li> <li>• The relevance of new curricula is questioned by the evaluation team: there is no evidence of market study and in-depth analysis to decide on the content and form of the curricula. It is a missed opportunity not to work on curricula related to the current PhD research topics or on revision of existing curricula and integrating e-learning. This might have taken much more time, but probably was more relevant and would have led to research-based teaching.</li> <li>• The evaluators find that there is too little attention for the support and development of soft capacities and staff to 'carry' the change and to sustain it.</li> </ul>

<sup>21</sup> According to the e-survey amongst MMU staff, 58% of the staff has listened several times to the radio and another 29 % a few times. Information about appreciation is based on the results of the e-questionnaire to staff, triangulated with information from interviews from the field mission.

<sup>22</sup> Within the framework of the PhD on community education, there has been contact with other radio's. The main difference according to the PhD student is that these radio's are not on the ground, they do not develop a relationship with community groups and they do not go to the field to assess impact. This can be the added value of the community radio.

	<ul style="list-style-type: none"> <li>Related to the above, the evaluators find that there is missed opportunity to connect the project and its short courses to the HR plan of MMU.</li> </ul>
<b>1.5. There have been efforts to ensure complementarity and synergy with other projects/other (Belgian) actors</b>  <b>No score</b>	<ul style="list-style-type: none"> <li>There was a collaboration with Close the Gap.</li> <li>The MMU has been able to attract expertise from other universities, such as Mzumbe University in Tanzania for working on the ARIS system and working with other Uganda institutions for training and consultancy advice.</li> </ul>
<b>1.6. The intervention logic of the project is coherent</b>  <b>Score: insufficient, action needs to be taken</b>	<ul style="list-style-type: none"> <li>The logical framework is sufficiently coherent (relation between results and between results and objectives) but lacks attention for change management at the level of MMU.</li> <li>The logical framework is very much output oriented with a focus on elaboration of systems and provision of trainings and little attention for the use and effects thereof (within the university and at the level of communities). Therefore, the framework offers too little guidance in a process aimed at institutional change.</li> <li>The development objective is only related to changes within MMU.</li> <li>Indicators to monitor changes in the practices of academic staff and the way the MMU Schools organise themselves are not formulated. However: focusing on e-learning for e.g. requires a different set of competences that were not directly addressed by the project.</li> </ul>
<b>Overall judgement on relevance of the project</b>  <p>Project 2 with its diversity in focus is very relevant to support the university wide approach of the IUC and to support the transition of the MMU from a 'fragile' institution to a more robust and stable university. Staff appreciated a lot their (easy) access to short training courses. However, attention for what is needed to carry and support institutional change is not addressed by the project (nor by the programme for that matter). Further, it was a missed opportunity not to connect the short courses to the HR development plan of MMU. The focus on e-learning is defendable within a context where many students (for e.g. of weekend, holiday or evening programmes) might experience difficulties to reach the campus and those who would like to interact more with their lecturers and to reach more students as stated in the MMU strategic plan. However, too much of a focus on this might exclude a number of students that have very limited access to ICT facilities. The evaluators are not yet fully convinced of the relevance of the radio (although they see the advantages of it in relation to a clear model of community engagement and access for the community to 'researched' information) and the new curricula that were developed, although good expert input was provided on content by the partners in the North. An in-depth market study before developing any curriculum apparently was not done, an analysis of capacity (in terms of numbers of lecturer and their availability) was not done and the evaluators are not sure that the content was sufficiently contextualised.</p>	

EQ 2. To what extent the project's specific objectives have been achieved (effectiveness)?

Judgment criteria	Comments
<p><b>2.1. The specific academic objective has been realised</b></p> <p><b>Score: good</b></p>	<ul style="list-style-type: none"> <li>The objective is formulated as follows: 'The capacity of the university staff is enhanced to offer high quality research, teaching and services to the communities.'</li> <li>The indicators for this objective have certainly been realised looking at the list of trainings provided and the number of participants per training.</li> <li>Unfortunately, the project does not provide clear information about the capacity and the changes in capacity at the level of academic staff since there was no systematic follow-up on this. It is also not possible to establish a link between trainings (or a combination thereof) and effects or an identification of staff where effects have been realised.<sup>23</sup></li> <li>The evaluators have been able to identify a number of changes at personal level with the staff interviewed during the field mission.</li> <li>The individuals' changes identified and the fact that short courses have touched many individual staff members lead the evaluators to believe that basic knowledge and skills have been upgraded and that there is a general awareness about some principles of research, e-learning, new pedagogy amongst a large group of staff.</li> <li>However, in many cases the short courses were not enough to practice and to change practice: they were short introductions.</li> <li><i>There are some exceptions to this, for example</i>, trainings in finance department followed an in-depth assessment of problems in the finance department in 2014 by an expert from Howest. The recommendation in the expert report informed the training efforts that followed in 2015, 2016 and 2017. The automation and integration of the finance office functions (stores, procurement, etc.,) has now been realised as a result of these trainings. Short trainings in HRM followed a comprehensive assessment of an expert from (Samsung Benelux) which also guided the content of the subsequent trainings. Another example was the short training workshop on HRM targeting top university officials in 2017 resulted in the revision of the strategic plan of the university and refocusing the University on the specific targets and has resulted in an understanding that MMU should evolve towards development of operational plans per school. Such targeted and comprehensive short-courses in specific areas of need are likely to be more impactful both at individual and institutional levels.</li> <li>Individual changes as a result of the project include following examples: one staff member from ICT directorate who was also trained in Belgium is now invited to teach a course on internet security in SOIC, SOIC lecturers are now able to teach on more parts in the curriculum (and do no longer have to hire external experts), SOIC lecturers have more opportunities for practical in the computer labs, one lecturer from the School of Education is, thanks to the training on data analysis training, more engaged in research and better able to supervise and assist students, most of the staff interviewed, became more aware of the particularity of the teaching profession thanks to the training on pedagogics,...</li> <li>A change in the way of doing in the MMU Schools (how teaching and research is organised) cannot yet be observed for the time being. The SolC is probably the School where most lecturers have</li> </ul>

<sup>23</sup> There is no record per participant of the trainings that were followed. As such it is not possible on the basis of the figures related to the trainings to establish a number of beneficiaries (excluding double counts). However, since the evaluators have spoken to a lot of staff, they accept that a large group has been touched by the short courses.

	<p>gained most experience in using new systems such as ARIS and Moodle. In the School for Education, a change in the way of doing cannot yet be observed; the project however helped the school to expand its coverage of distance education (additional facilitation budget) and to involve district education officers.</p> <ul style="list-style-type: none"> <li>• The link between research (from project 1 and project 2) and teaching is still weak, PHD research in project 2 on distance education and community education however is more directly related to the teaching and will probably influence more on the practice in a next phase.</li> </ul>
<p><b>2.2. The specific development objective has been realised</b></p> <p><b>Score:</b> sufficient and point of attention on ICT</p>	<ul style="list-style-type: none"> <li>• The specific development objective was formulated as follows: 'The ICT services and support systems are upgraded for enhanced teaching, learning, research, management and outreach services to serve the society.'</li> <li>• The indicators refer to the existence of systems and genuine progress was realised although not yet sufficient to allow MMU to take the next steps.</li> <li>• Infrastructure for ICT and server and data management system improved greatly thanks to input from HOWEST (thanks to additional funds), although there are still issues related to speed and electricity that need to be solved urgently. The lack of power and the slow internet is considered as an important stumble block both for research, teaching and community outreach. Issues of security have been addressed. The power issue might be resolved in the next phase: additional funding was found to invest in solar panels.</li> <li>• ICT improvements made it possible to install an e-learning platform, called Moodle. Various lecturers have developed a first experience, mainly within the framework of the PhD research on e-learning, but the actual use is currently still limited.<sup>24</sup> The impact of e-learning on the way the lecturers organises him/herself with the students, needs to be addressed still; for e.g. many lecturers complained about the workload connected to another way of teaching. If e-learning remains an add-on it might not be tenable/sustainable.</li> <li>• The system of student results management, ARIS was developed in close collaboration with staff and assistance from Mzumbe University and is ready for use by staff: the staff of the Registrar Office sees many advantages (and already experienced concrete changes in their way of working), such as improvement of efficiency (better management of records, avoiding mistakes, saving time, being more efficient in peak times, gain international visibility (attracting international students). Already, the system helps them to timetable and organise the courses each semester, gives access to lecturers wanting to check their programme. In the future, it is expected that the system will assist in identifying problematic courses and informing on the need of curriculum reform (for e.g. if enrolment is going down). The staff still keeps hard copy results files, to use in case of disputes. Further support is needed to develop the system and to support trouble shooting. This role is now taken up by SOIC, but in the future this should be taken up by somebody within the Registrar office.</li> <li>• In using Moodle and ARIS, it is clear that a minority group still resists to change their way of doing, so more awareness raising and support will be needed, also in the next phase.</li> <li>• The system for HR and Finance is not yet developed: efforts were done (training, exchange on systems, ...) but the solutions identified</li> </ul>

<sup>24</sup> The results from the e-questionnaire that indicated already a high level of application was not confirmed by the field mission. It is however true, that a limited number of staff members have had a first experience of applying within the framework of the PhD research.

	<p>so far were either too expensive or not fully satisfactory. It is expected that a system might be developed in the last year of phase 1 of the IUC but that integration with the student registration will only be possible afterwards. For the finance department, having a new system is a priority: they are using Quick Book and have to pile information from different sources and use different tools to process the information, basically, their system is still manual which is not very efficient.</p> <ul style="list-style-type: none"> <li>• There are no indicators formulated that allow to verify if society now feels it is well or better served by the university. This mid-term evaluation did not allow the evaluators to analyse this in depth with the communities. It might be interesting to take this up in the next phase of the IUC and in the end-evaluation. This will however depend on the identification of a clear model for community engagement (see also under project 1), the definition of appropriate indicators and a system to monitor them.</li> </ul>
<p><b>2.3. Research and education developed and provided through the IUC is of good (academic) quality</b></p> <p><b>Score:</b> insufficient (considering the quality of the process to come to a new curriculum)</p>	<ul style="list-style-type: none"> <li>• The PhD's receive a good follow-up and guidance from the promotor in the North, following existing research protocols which is a guarantee for qualitative research.</li> <li>• Clearly: academic criteria are leading in the research, more than development intentions, but a clear attention to interaction with the communities is quite integrated in the research.</li> <li>• In the North, PhD students are exposed to an international environment of students and professors, state of the art labs and knowledge, support in academic writing, research methods and statistics, all of this contributing to the quality of the research, as was confirmed by the PhD students themselves.</li> <li>• The effects of the two PhDs on the teaching is to be awaited. The year 2018 will be crucial for the PhD on e-learning to roll-out the model for e-learning and to integrate this as an instructional practice.</li> <li>• Within MMU there is a process to develop new curricula which involve the appropriate structures of the university (from School level up to top management and governance structures). However, based on the field mission, the evaluators conclude that an analysis of relevance, viability and quality is not yet that strong and the proper checks (involving relevant stakeholders, a contextual analysis, analysis of labour market and analysis of available HR at MMU) is not standard practice.</li> </ul>

### Overall judgement on effectiveness of the project

The individual changes identified and the fact that short courses have touched many individual staff members lead the evaluators to believe that basic knowledge and skills for research, teaching and community outreach have been upgraded and that there is a general awareness about the principles of research, e-learning, new pedagogy, ... amongst a large group of staff. In many cases, for e.g. related to e-learning and Moodle the short courses were introductory and provided exposure and awareness to key concepts and principles but did not go deep enough to substantially influence actual change in practice. Subsequent short courses need to build on this to deepen knowledge and skills but even more importantly also tackle the attitudinal re-orientation towards behavioural change (change in practice as a norm). A change in the way of doing in the MMU Schools (how teaching and research is organised) is therefore still limited, the SolC is probably the School where most lecturers have gained most experience in using new systems such as ARIS and Moodle. In the School for Education, a change in the way of doing cannot yet be observed; the project however helped the school to expand (thanks to additional facilitation budget) its coverage of distance education and to involve district education officers. Trainings on finance were more clearly designed as trajectories and were more impactful at institutional level. The link between research (from project 1 and project 2) and teaching is still weak, PHD research in project 2 on distance education and community education however is more related to the teaching and will directly influence on the way of teaching in the coming years. It might be important, with view to an effective roll-out of e-learning to consider that e-learning entails more than giving access to teaching materials and communication with the students, it also creates and requires a completely different learning environment where the learner is not present and where the teacher has to create a virtual class where he/she supports the learning process. A future strategy should therefore also be touching the mental orientations of the teaching and learning processes and not only focus on tools.

Supporting systems have been established which is a great progress but not yet sufficient to allow MMU to take the next steps. The speed of the internet and the issue of power (and cost of electricity) are urgent issues to solve. All information collected by the evaluators points at a good quality of research, although more academic publications are needed to substantiate this. The evaluators however question the quality of the new curricula that have been developed, despite the quality input from the North (and the accreditation of the bachelor of mass communication). Weak elements are related to the analysis of relevance and viability within the particular context of Rwenzori Region and the process to develop and test the new curriculum. The evaluation team took notice of a curriculum development process within another project of MMU, APPEAR, which might be a good example of an alternative process.

Currently, the MMU only disposes of anecdotal evidence for its claim that it can make a difference for the society, it will be important (in the next phase) to pay more attention to this, to start with identifying the MMU model of community engagement/interaction/partnership.

### EQ 3. What is the level of efficiency in the projects?

Judgment criteria	Comments
<b>3.1. Intermediate results have been delivered.</b>  <b>Score:</b> excellent	<ul style="list-style-type: none"><li>There are twelve intermediate results mentioned, related to equipment (ICT, labs), trainings for MMU administrative staff connected to systems (training on networks and databases, HR, on student data management, on financial management and systems), training for staff and students on the e-learning platform Moodle, training for staff on curriculum development and pedagogical skills and research methods, the execution of two PhD's, the library, the infrastructure at outreach centres, outreach activities (training on ICT and school management) and the radio station.</li><li>Some intermediate results will be realised in the course of the year 2018, for e.g. conference focusing on community education and research.</li><li>In general, the project realised higher numbers than planned for. For example: 50 staff members were trained in pedagogical skills (instead of 30 planned), 52 members of academic staff were trained in research methods (instead of 30 planned).</li></ul>



- PhDs: one PhD on e-learning has finished and the PhD on community education will finish by 2019. These PhD's worked closely with MMU staff/students: for e.g. provision of trainings on the Moodle platform to more than 75% of lecturers and 779 students, supporting 19 lecturers to develop podcasts<sup>25</sup>, and with the community: for ex. establishing listener radio clubs in 50 villages and planning now for broadcasting programmes on banana farming.
- First results on using Moodle and podcasts and interviews by the evaluation team demonstrate a lot of enthusiasm for these novelties (particularly the fact that presence at campus is not required which lowers transport costs for students) as some concerns: extra workload for lecturers (since this is not yet fully integrated as instructional practice), limited access for some students to the internet (especially when off campus).
- Library: efforts were done on the ABCD system and access to e-resources (18 databases each containing more than 10,000 e-resources). Staff states that their work has become easier, that the library now responds to the current standards of library. This was due to the IUC but also the collaboration with Consortium for Uganda University Libraries (that offers services, for e.g. on policy development for the members and lower prices for subscriptions). MMU staff expresses general appreciation of the library and 55% of the respondents to the e-questionnaire states that they now use the library more often than before the IUC programme. Lecturers during interviews mentioned that the library helps them to give relevant assignments to students. However, from the e-survey and the interviews it is clear that the e-library might be underused<sup>26</sup>, it appears that many lecturers feel that this library is only for research and does not contain information about teaching, which is not the case. Although the library communicates a lot about what it has, there is some reluctance to discover. More training of MMU staff and examples are needed.
- Labs are used by PhDs of project 1 but there are also outside users and students, for e.g. the water lab is used by some 150 students of the School of Agriculture. The evaluators could not really observe intense use of the labs since the academic semester did not yet fully start at the time of the visit.
- All trainings were well appreciated (see also under relevance): they were considered to be relevant, of good quality, practical content, good quality of teachers. As said earlier, application was more difficult.
- The combination of trainings on ICT for staff of SOIC and the ICT Directorate (networks, databases, ...) were particularly well appreciated: good quality, hands-on, very applicable, very relevant; 'what we asked for'. They also referred to other relevant ways of training: interaction, internships, experts working together with them and knowledge sharing, travel abroad. Clearly, the application rate of these trainings is quite high as it was directly connected to the development of the ICT system.
- The radio station: is established and running with major challenges related to the business mode. The type of licence acquired imposes limitations on income generation. Currently other than the manager of the radio, all the other workers at the radio are volunteers and this is not sustainable.

<sup>25</sup> The PhD student supported 19 lecturers, mainly from the School of Education, but also from the School of Health to develop podcasts. This choice was made because the School of Education has a lot of off-campus students. Lecturers were asked to develop a podcast on one of their course topics which were uploaded to the Moodle platform. The PhD student ensured editing, streaming and uploading.

<sup>26</sup> The e-survey reveals that 30% of academic staff rarely or not uses the e-library.



<p><b>3.4. Relationship between means and results achieved and objectives (qualitative assessment)</b></p> <p><b>Score:</b> very good, with one point of attention related to the training and capacity development programme</p>	<ul style="list-style-type: none"> <li>• With the budget available a lot of things have been done.</li> <li>• Infrastructure has improved a lot, although new challenges should be addressed (see ICT and internet access, replacement of older/2<sup>nd</sup> and computers, equipment of labs is of very good quality but basic with regards to other research needs).</li> <li>• The infrastructure has contributed to the good score for obtaining the charter.</li> <li>• The selection of PhD was based on competition and the sandwich PhD works perfect for MMU and the PhD students (with some challenges related to the local salary, but still fair). The period spend in Belgium was a great contribution to the research, when in Uganda, the PSU was very supportive and tried to provide the PhD with whatever what was needed. The PhD's received a lot of manoeuvring space to conduct their research with MMU staff, in the schools.</li> <li>• There was a very good balance between international/Belgian expertise and the use of local experts in training. This contributed to cost-effectiveness and created space for expertise that was sufficiently contextualised: as such, the majority of the short courses were provided by experts from Makerere, Ugandan Management institute, PhD students, ...</li> <li>• It should be noted that the SOIC invested a lot in the execution of the project and delivered most of the ICT trainings to staff and students/teachers in the community. They also supported many staff to become familiar with ICT and helped in trouble shooting. In fact, this input went beyond their actual capacity. Also, staff of the School for Education invested a lot, for ex. Additional trainings on school management.</li> <li>• To create radio listener groups is a good idea, in order to mobilise the targeted people.</li> <li>• In general, MMU has been very resourceful to find solutions and various people demonstrated a voluntarist attitude, although one has to acknowledge that the execution of the project is hampered by the lack of sufficient competent HR.</li> <li>• A variety of methods to support development of competences and capacity was used: trainings in a more traditional setting, (a limited number of) short trainings abroad, exchanges between North and South (advisory missions and studies, for e.g. on HR, on ICT), South-South exchange, use of interns from the North to execute tasks in joint collaboration. This ability to combine various tools is important to be relevant and effective in capacity building and could best be observed in the interventions related to radio and ICT.</li> <li>• The trainings and particularly, the short courses to staff on ICT, research skills, pedagogical skills, Moodle, ... were organised in an ad hoc manner and were not part of a clear capacity development plan (that specifies expected results, identifies the targets, ensures follow-up, ...), which weakened efficiency and effectiveness.</li> <li>• The ToT approach to facilitate trainings was a good idea in terms of efficiency, but the strategy behind this was weak.</li> <li>• Missed opportunity: weak link between short ICT courses and the trainings provided on school management (this could have been an opportunity to prepare them for e-learning).</li> </ul>
<p><b>3.5. Project management is conducive for efficient and effective project implementation</b></p>	<ul style="list-style-type: none"> <li>• Good collaboration and communication between all stakeholders involved and according to the management manual, this improved a lot in the last years.</li> <li>• The project worked with an annual procurement plan, managed by the Finance dpt., fed by the projects; there were some challenges at the start. Overall, Finance has been little involved in project management (limited to follow-up of expenditure). As such, a separate system was created for IUC, which might have been a good decision at the start of the IUC (when</li> </ul>

<p><b>Score:</b> sufficient (but need to pay more attention to monitoring of results/changes)</p>	<p>most of the structures were still very fragile) but now risks to bypass the existing structures and procedures of MMU.</p> <ul style="list-style-type: none"> <li>• High turnover of team leaders: this has been managed thanks to a PSU that become more efficient over the years; the programme manager was very much involved; the project team met every month and used the logical framework as a guideline/operational plan.</li> <li>• Monitoring of results and changes is weak, for e.g. looking at the various trainings: the write-up of the trainings comprises a description of objective, target groups, methodology and the method for M&amp;E. However, there is no evidence that this actually takes place (no reporting about this and respondents indicate that they have never been asked about any changes). For e.g. the processes of manual writing and development of curricula and the quality thereof should have been better monitored.</li> </ul>
<p><b>Overall judgement of efficiency of the project</b></p> <p>The efficiency of the project is in general good, with most of the planned intermediate results realised (sometimes higher numbers than planned) and input appreciated by MMU staff as relevant and of good quality. MMU now is a university with access to ICT, a library that gives access to many e-resources, a community radio that can support dissemination of research results and can support distant teaching, an e-learning platform and two labs.</p> <p>The project stakeholders have done a lot with the available means. An important explanatory factor is the voluntarist attitude, both at the level of the partners in the North as at MMU. However, some limits might have been reached, more in particular at the level of MMU: staff capacity to deal with all activities and outreach is limited and they need to juggle between teaching, research and outreach. Outreach was facilitated by additional funds for meals, transport, etc. but every extra activity came on top of the existing tasks. This might explain why MMU changed the strategy to a ToT approach.</p> <p>What needs to be highlighted is the ability within this project to select and combine a variety of methods to support development of competences and capacity. It is a strong feature and the project should learn from this when designing new interventions.</p> <p>There are three important points of attention in the management of the project: the lack of strategic planning of short courses as instruments for capacity building of the institution MMU, the strategy behind the ToT (related with a general vision on interaction with the community) and the weak follow up on quality of activities (manual writing, curriculum development) and of changes that may be the result of trainings.</p>	

EQ 4. To what extent the project results will continue after the IUC programme is completed?	
Judgment criteria	Comments
<p><b>4.1. Level of academic and institutional sustainability</b></p> <p><b>Score:</b> sufficient with two points of attention: further HR development and development of soft capacity for change</p>	<ul style="list-style-type: none"> <li>• Commitment to pursue the activities is present at all levels, PhD's received a lot of manoeuvring space and it is clear that they will receive the same space to put their research into practice and to roll-out, for example an e-learning strategy (both at MMU and with the teachers from secondary schools)</li> <li>• There is sufficient technical capacity to solve problems in using systems ARIS, Moodle, networks, radio. However, the coordination of this needs to be clarified, for ex. It is not yet clear who should ensure the support for Moodle.</li> <li>• School of education: the dean and staff see opportunities to connect schools to the e-learning platform and to use this for upgrading the level of teachers. There is a strong willingness to continue with this. However, trainings on ICT and the wider coverage of trainings on</li> </ul>

	<p>school management will probably not be sustained as they are largely dependent on the IUC budget.</p> <ul style="list-style-type: none"> <li>• To sustain the student result system: the registrar office is still very weak on the ground in terms of staff (only two in the central office), for e.g. to verify applications and results, technical support is now provided by SOIC, but this is not sustainable, it will be necessary to strengthen their own staff to be trained on system management, is important because of the delicate nature of the data, you need people that are accountable within the service.</li> <li>• The strategic plan of the MMU was revised (2017) and integrates various IUC topics. However, the radio is not explicitly mentioned. This is a point of attention.</li> <li>• Staff retainment and especially retainment of PhD's is a challenge.</li> <li>• There is not enough (competent) staff yet to bring MMU to the next phase in its development.</li> <li>• All the necessary structures, policies and functions are present at MMU. However: several policies are not yet properly contextualised, therefore remain theoretic and are less used as management tools. Operationalisation of expected functions remains a challenge. There is an urgency to make the structures and functions work (policies, PDU, Quality Assurance (back office work)) and to support this change process. At present most of this work lies with the deputy Vice-Chancellor but it is too much for one person. This is related to the development of 'soft' capacity for change.</li> <li>• The evaluators feel that future training for staff and for primary school cannot be organised in the same way: now that the basics are covered, it will be important to have a more strategic approach. From the field mission, it is clear that the MMU is not yet reflecting upon this.</li> <li>• Attention for community interaction and for quality of teaching can be supported by existing systems but this needs to be done in a more deliberate way: (i) evaluations of staff by students can be a good stimulus for innovation, (ii) staff appraisal systems: 20% of the scores are related to community involvement (but if the actions are not very meaningful, the objective and mission might not be realised). Staff has 40 hours/week and has to indicate what part is dedicated to research, teaching and community interaction.</li> </ul>
<p><b>4.2. Level of financial sustainability</b></p> <p><b>Score:</b> insufficient</p>	<ul style="list-style-type: none"> <li>• There is attention for identifying needs on an annual basis using requests from several schools and departments.</li> <li>• MMU has drafted a sustainability plan in 2017 (which is under review) and has attention for the issue.</li> <li>• The evaluators did not find evidence of a pluri-annual and general maintenance and replacement plan. Replacement is done on an ad hoc basis, for e.g. MMU will order 80 new computers/desktops in 2018.</li> <li>• The budgets for facilitation of outreach activities are very limited</li> <li>• The business plan of the radio does not yet present a strong case for a viable structure. The type of licence acquired imposes limitations on income generation. Currently other than the manager of the radio, all the other workers at the radio are volunteers and this is not sustainable.</li> <li>• Recognition as a public university might improve the financial situation, at least for investment in infrastructure and in paying higher salaries for university academic and teaching staff.</li> </ul>

### Overall judgement of sustainability of the project

There is at all levels at MMU commitment, enthusiasm and ideas to continue with the results of the project. PhD's will receive space to apply and roll-out results from their research. This might be a strong motivation to remain at the MMU after finishing the PhD. Technical capacity for maintenance is ensured. A major problem is however the number of (competent) staff that can bring MMU to the next level of development and the need to develop and support soft capacity for change. There is a need to rethink the way in which trainings are provided to staff and to the community. The MMU has attention for sustainability but so far there is no clear perspective on concrete actions.

The recognition as a public university presents a huge opportunity, which is particularly appreciated by all academic staff, but also a risk with regards to the pillar of community engagement. The timeline for an actual decision and transition towards a public university is not yet defined.

## 2.2. Evaluation of the programme level

The IUC programme is very much the combination of two separate projects. Therefore, the evaluators chose to assess the programme level by combining the findings of the two projects. According to the evaluation framework, we have added specific questions that can only be answered at overall programme level. The detailed assessment of the projects follows in the next part.

### 2.2.1. Relevance

To assess relevance, the evaluators looked at three aspects at project level: response of the programme to local needs, synergy with other projects, and the quality of the intervention logic. At programme level, we looked at synergy between the two projects and appreciated the added value of the combination of the two projects for the institutional strengthening of MMU and the relevance and added value of working with MMU (from the perspective of VLIR-UOS).

Overall, the appreciation of relevance gives a mixed picture. The evaluators are quite positive about the response to the needs but more critical in relation to the intervention logic.

	Project 1: action research and community engagement for development	Project 2: transversal institutional strengthening
EQ 1.1. Responding to needs		
EQ 1.2. Synergy	No score	No score
EQ 1.3. Intervention logic		

Table 5: Overview of the scores for evaluation question 1 on relevance at project and programme level

**Responding to needs** – The two projects are clearly responding to the needs of the university MMU as expressed in its *'10-year strategic plan 2011-2021'*: the projects comprise attention for the three important functions of the university, research, teaching and outreach/interaction with community and they support the ambition of the university to obtain a government Charter recognising the MMU as a university.

The research topics of project 1 have been defined in consultation between partners in North and South and are covering all domains of the School for Agriculture (with the collaboration on Aquaculture being a continuation of a previous project between the UGent and the School for Agriculture). Validation of research topics is done with the community more in particular to ensure access for data collection. There

is a strong reflex within MMU for result restitution with the community. The ambition in project 1 to use research to inform and influence policy is very relevant: evidence-based advocacy is an essential tool in policy influencing.

The focus of project 2 on infrastructure (ICT network, labs) and systems (HR, finance, library) was very relevant for the MMU which was considered by a VLIR-UOS audit in 2014 to be a fragile institution.

Both project 1 and 2 strongly focus on strengthening competences for research (through six PhD's and short courses on research methodology), use of ICT and competences for (innovative) teaching (e-learning system) and competences for administration (library and registration of student results). This was important for MMU being a young university with limited capacity.

Attention for e-learning (and distance learning) is relevant in a context where the target groups, such as already employed teachers are looking for an upgrade of their skills, or students that cannot afford life next to campus could benefit from that. Developing a radio station with content programmes offers an additional channel for distance learning and provides access to 'researched' information for the farming community that is not well served by understaffed government outreach services. It can be a powerful tool for educating communities and for raising awareness.

The evaluators question to some extent the relevance of a number of interventions, with regard to the needs of the university within its context: although the development of training manuals was based on a survey amongst the farmers, the 'product' cannot be considered to be very helpful to the intended users (project 1) the new curricula (project 2) are not based on an in-depth analysis and market study to confirm their relevance and define their content, nor an analysis of the capacity at MMU to deliver (in terms of quantity of staff for e.g.), the ABCD system of the library (project 2) does not concur with the choices made in other Ugandan University libraries.

**Synergy** – There is a clear attention in the IUC projects for using other actors' expertise in various ways: in developing research topics (for e.g. with Protos on water<sup>27</sup>), in executing the research (for e.g. receiving data on rainfall from the project APPEAR to support the research on soil), in organising the outreach (for e.g. the Q&A sessions involving outside experts and government officials, and e.g. the courses on school management of primary schools with district officials), in securing equipment (for e.g. collaboration with the NGO Close The Gap to deliver laptops and computers in project 2). This collaboration is mostly of an operational and not of a strategic nature (with shared/joint objectives).

Effective attention for synergy is most obvious in project 1 and in the topic of water harvesting, for e.g. some intermediate results of project 1 related to water catchment plans were achieved through a strategic collaboration with the Ministry of Water and Environment. A collaboration with BTC on aquaculture on the other hand could not be materialised because of other priorities for BTC.

Despite this attention for collaboration and synergy, a deliberate approach to link project activities and approaches from the IUC programme with other VLIR-UOS supported projects (such as South Initiatives (SI) and a Team project) for the purpose of learning was not yet demonstrated. The projects were developed to complement IUC efforts and respondents underlined that more results are awaited to work with. Yet, it was clear that some lessons could already have been learned from those projects, for e.g. on strategies to interact with the communities (through 'serious gaming' as developed in SI projects,

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<sup>27</sup> Another example is the link between one of the South Initiatives on fish farming that connected to TRIAS to get support on development of strategies to support entrepreneurship.

using community people as co-researchers in the SI on landslides<sup>28</sup>), or strategies to develop curricula (as was done in the so-called APPEAR-project<sup>29</sup>).

Project 2 supported in many ways the realisation of project 1 and its objective of improving the research capacities of the School of Agriculture: project 2 provided the researchers (PhD and also MSc) of project 1 with a water and aquaculture lab, it improved the access to internet, to e-resources in the library, it ensured basic training on research methods (data analysis, academic writing, ...) and it provided the researchers of the School of Agriculture with a channel (the radio) to pass on their knowledge to the communities. The evaluators find that some opportunities for a stronger synergy between the projects were missed. For e.g.: project 2 focused on the development of new curricula but there was no link with the research of project 1 to improve existing curricula or develop new ones (when appropriate). It is expected that the finalisation of more PhD's will provide an opportunity to develop research-based curricula and teaching<sup>30</sup>, but the evaluators would like to argue that completion of the PhD should not be awaited and that even intermediate research results can be used to influence curriculum development and delivery approaches. Another example concerns the weaker input from PhD research in the development of radio programmes (although this is starting to emerge, for e.g. with the water topic).

The IUC stakeholders are aware of this weaker synergy and there is a strong motivation to improve on this in a next phase.

**Intervention Logic** – The intervention logic as formulated in the logical framework provided the MMU and the PSU with a clear guidance on the deliverables (tangible outputs) that were expected. This was very helpful in maintaining the focus and it supported the PSU in the follow-up of the IUC programme and in its interaction with the team leaders and the teams.

A focus on deliverables entails a risk however. For e.g. in project 1, the intermediate results mentioned are in fact an outline of the research activities, rather than results or changes at the level of the MMU staff or the School of Agriculture. As such, the logical framework of the projects (and the programme for that matter) offer little guidance for decision making in a process aimed at changes in capacity for research and institutional change. For e.g. in project 2 all attention is going to the elaboration of systems and the provision of trainings but less to the way the systems are used, or the effects of the training on MMU staff. As such, the logical framework of project 2 did not define indicators to monitor changes in the way of doing of MMU staff (change in practice or in mind-set, using new competences to deliver teaching in a virtual environment, which goes beyond the technical questions of uploading material) or in the way the School of Education is reorganising to accommodate e-learning.

Other weak elements in the logical framework and intervention logic are the following:

- Project 1: the pathways from 'research results' to 'change in practice' (at community level) and 'policy influencing' do not clearly appear from the logical framework and assumptions related to those pathways are not identified. It is not clear what different steps need to be taken to allow research results to influence policy. It is assumed in project 1 that MMU can use its connections to influence policy: MMU is part of the Rwenzori Think Tank and local leaders (political, religious

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<sup>28</sup> We refer to the South Initiative: 'Enhancing community-based natural resources and hazard management in Rwenzori Mountains'.

<sup>29</sup> The project is financed by the Austrian Development cooperation and is running from 2016 to 2020. It is about 'Strengthening of Higher Education, Research and Community outreach in Agro-Ecology in the Rwenzori Region'. MMU is partner. <https://appear.at/en/projects/current-projects/uganda/>

<sup>30</sup> For e.g. it is expected that the completed PhD on distance learning will support the roll-out of the online programme on Higher Education Pedagogy (which was developed outside of the IUC).



and civil society) are represented in its governance structures. However, the evaluators have not seen evidence of a clear change agenda or strategy to change existing policies. It is not enough to develop research, research results should also respond to a clear agenda for change, be connected to what other stakeholders are doing, be translated into policy messages, feed into policy positions of allies, ... For e.g. the concrete advocacy agenda related to the development of the agri-business in the dairy sector is not sufficiently clear.

- There are several overambitious (and vaguely formulated) objectives and intermediate results, such as the 'Increased standard of living of community actors in the dairy and aquaculture sector' (programme logical framework), the finalisation of six PHD's in four years, the academic objective to be a *leading* centre for agricultural research, the organisation of a number of 140 Q&A sessions, ...
- Attention for what is needed to carry and support institutional change is not addressed by the projects (nor by the programme for that matter) but understood implicitly as a precondition for higher performance of the institute. Overall, the logical framework and the design of the IUC programme lack attention for an 'institutional' approach. However, institutional change does not come 'automatically' from the outputs. Development of soft capacities, mechanisms and tools and change management to ensure change are necessary but were not explicitly addressed. The fact that the many short courses and trainings provided through project 2 for e.g. were not connected to the HR department and its HR development plan underlines the lack of an institutional approach.
- The assumption that there is something like a MMU model for community-based research and education is not validated. MMU is still struggling to define this and to identify the consequences for the way in which research and education at MMU are executed. The distinctive features of this model and the extent to which it distinguishes MMU from other universities are not clear. The evaluators find that this lack is probably one of the major stumble blocks for the effectiveness and efficiency of this IUC.

**Added value of the combination of two projects within the IUC** – The combination of projects allowed to work on the three functions of the university (university wide approach) which was very much appreciated by MMU. MMU top management and staff confirmed that the IUC marked the breakthrough of MMU as a credible academic institution. The IUC was university wide and allowed to bring the whole university to a next level and to make it more visible within the surrounding communities. In particular, through project 2, the IUC, succeeded in penetrating the whole university with its short courses, library, internet access. Through project 1 and 2 combined six PhD's are supported; compared to the number of actual PhD's at MMU this combined effort of projects is considerable. The lack of an institutional approach however, limited the added value of the combination of the two projects. The IUC, the partnership with the various higher education institutes in the North and the network of the coordinator in the North has facilitated MMUs access to additional external funds. The IUC, with its budget of 250,000 euro/year thus functioned as a leverage and increased the available funds for MMU<sup>31</sup>: this facilitated the realisation of some of the IUC planned results (for e.g. the fibre optic cable, equipment for the radio, ...), it facilitated the creation of spin-offs (such as the dairy development centre), and it paved the way for new projects.

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<sup>31</sup> An estimation of ICOS UGent indicates that the IUC was a leverage to have access to an additional 50% of the IUC budget through private companies, individual IUC partners, other funders and VLIR-UOS, which is quite impressive.



Table 6: score for relevance at programme level

**Relevance and added value of the choice to execute an IUC with MMU** – The scale of MMU and its level of development presented VLIR-UOS with the opportunity to really make a difference through Institutional University Cooperation and allowed, even with a smaller budget, to penetrate the whole university. The steps taken by this university thanks to the IUC are remarkable and have already been rewarded by the Charter. As such, the importance of this programme is incomparable to other (external) interventions and funding<sup>32</sup>.

The choice of VLIR-UOS to work with a university which is community owned and claims to be close to the community offered the opportunity to explore the effects of this on the role of the university as a development actor and to take lessons from this. The MMU governance structure is excellent to facilitate and stimulate community outreach and interaction, for influencing on policies, for developing relevant programmes. The evaluators however feel that this valuable context can be more effectively exploited.

The choice for an IUC was a good one; to ensure the development of a young and fragile institution the long-term partnership approach and the focus on various departments is the most appropriate; it takes into account that change needs time, will have different speeds at different times and needs an environment which is flexible and can create trust.

### 2.2.2. Effectiveness

To assess effectiveness, the evaluators looked at three aspects at project level: the realisation of the academic objective, the realisation of the development objective and the quality of research and education. The realisation of the development objective takes into account the interaction with the community and has received particular attention, as required by the ToR. At programme level, an additional question was added on the extent to which MMU is positioning itself in Uganda as expert in the domain of community-based research (and is demonstrating leadership).

The appreciation of the realisation of the academic objective is good. The evaluators are more critical, when looking at the realisation of the development objective and the positioning of MMU as an expert in the domain of community-based research. The weaker score for EQ 2.3. under project 2 is related to the lack of clear analysis ensuring viability and relevance of newly developed curricula.

	Project 1: action research and community engagement for development	Project 2: transversal institutional strengthening
EQ 2.1.Realization of academic objective		
EQ 2.2.Realization of development objective		
EQ 2.3.Quality of research and education		

Table 7: Overview of the scores for evaluation question 2 on effectiveness at project and programme level

<sup>32</sup> The MMU 2017 budget demonstrates that the IUC budget is as big as all other externally funded projects combined.

**Realisation of academic objective** – Obtaining the Charter can be considered as a formal government recognition of the academic and teaching qualities of MMU. Overall, the evaluators can state that the intermediate results obtained (see under efficiency) under project 1 and project 2 constitute first steps in developing the School of Agriculture as a research centre: the number of PhD's is substantial when looking at the overall number of PhDs within MMU, labs and new skills in research are a fact. There is still a long way to go: 2/4 PhD's will finish end of 2018, two more will follow; (more) peer reviewed articles need to underpin and demonstrate better growing research capacity. Clearly, more and continuous investment in MSc and PhD, preferably at higher ranked universities (in the region or in the North) will remain crucial in the next ten years.

Project 2 undoubtedly contributed to a basic capacity of MMU staff to offer quality research, teaching and services to the community. For e.g. thanks to ICT training, lecturers of SoIC can now themselves teach parts of the curriculum for which they previously had to hire external consultants. It should also be mentioned that project 2 helped the School of Education to expand its coverage for teaching and outreach, more in particular in delivering school management trainings for primary schools.

Information from interviews with many staff members and from the e-survey combined with the number of MMU staff touched by short courses, lead the evaluators to conclude that a large group of staff has gained basic knowledge and skills for research, using ICT and teaching and has obtained a general awareness about principles of research, e-learning and specific elements of pedagogy. Basic skills have been upgraded for a large part of MMU staff thus creating a dynamic and critical mass for change in research and teaching. Some interesting examples of individual changes are mentioned under the assessment of project 2. Evidence for change is still mainly anecdotic since the project did not follow-up on the changes but focused on the number of trainings provided and the number of participants (which were actually higher than planned for). Interviews also confirmed that the trainings were of an introductory kind, were not offering sufficient time to practice and were not part of a more comprehensive competence development plan that ensures follow-up and support or coaching in applying what is learned afterwards. Clearly, changes are mainly at individual level, not yet influencing the way of doing at the level of the different Schools at MMU, except from the Registrar Office and the library where new systems have altered partly the organisation of the work.

A stronger research-oriented spirit can be noticed in the School of Agriculture, but also in other Schools: access to labs, training in research methods but also the message given by the partners in the North to invest in proposal writing has encouraged MMU staff to do more effort to attract funds for research. With some success, for e.g. the School of Business and the School of Health Sciences have been able to attract funds for three projects.<sup>33</sup> Staff felt stimulated to develop smaller research projects (for e.g. in the School of Agriculture: staff developed some research projects and provides support to MSc students).

The link between research and teaching is not yet clearly developed, except for the two PhD's of project 2, because these focused on innovative ways of teaching (e-learning and audio/podcasts). Although, the PhD's from project 1 are developing ideas to integrate research results and topics into existing courses (or are proposing to add modules, for e.g. to integrate data analysis and statistics in the curricula), they confirm that there are no clear mechanisms yet at MMU to systematically integrate research results as they emerge, in the teaching plan of the lecturers.

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<sup>33</sup> Self-assessment at programme level North, page 6.

At this point in the execution of the programme, the evaluators cannot validate the claim of increased capacity of MMU to use community-based education and research to improve agricultural production (academic objective at programme level): clearly, this community-based education and research is not yet fully developed, since the PhD's of project 1 are still doing their research (see also further below under development objective).

Factors that contributed:

- A clear and continuous message from partners in the North during visits of the importance to start proposal writing functioned as stimulus.
- Within MMU and at the School for Agriculture, there has always been some attention for research: for e.g. the dean of the School of Agriculture stimulates its academic staff to think over research topics and to exchange on this. For e.g. every 3<sup>rd</sup> Thursday of the month, academic staff meets under the guidance of the Directorate for Research to discuss new ideas and topics. This remains rather informal and because of lack of financial means, research has been limited to smaller projects.
- Project 2 offered the basics to everybody that was on campus and interested: open invitations for trainings allowed for a broad participation.
- Clear leadership and ownership from top management and middle management up to the level of lecturers for the execution of this IUC.

Factors that hampered:

- Slower pace of the realisation of the PhD's than expected and the discontinuation of two PhD's (because of lack of progress and disciplinary issues) caused some delay in Project 1.
- The research mentorship for the PhDs is much less developed at MMU: local promoters had to be identified at Makerere University or within MMU, but the support was not equally focused as it was in the North. Promoters from Makerere university were only involved to a limited extent, because of the lack of a budget to facilitate their transport and accommodation in Fort Portal.

**Realisation of development objective** – The evaluators have assessed that the realisation of the development objective is still weak for the time being, especially when taking into account that MMU was chosen by VLIR-UOS for its relation with the surrounding community. This being said, it is noted by the evaluators that MMU (through the IUC) has strengthened and increased its efforts to disseminate knowledge and to focus on research that can solve real problems in the community. This is to be applauded in the Ugandan academic context.

In project 1, the pace of progress of the PhD's has been slow which explains that new knowledge is not yet available for the communities. There have been efforts to disclose existing knowledge through Q&A sessions and through manuals. The delivery of these sessions and the manuals were not clearly targeted nor embedded in a strategy for community interaction and capacity building on the topics. The manuals are of poor quality: the link with MMU and its research and community approach is absent, the content is not contextualised, the user is not clearly defined, a learning path to engage the user is absent. MMU is aware of this, and has started to revise the manuals, to start with the manual for the dairy sector, hereby using the input of the Dutch NGO SNV.

There is clear interaction with the community and this has had some effect on the community members. The PhDs mobilised community groups, especially for the research topics on water, aquaculture and agribusiness. This mobilisation is common practice within MMU (and is also applied for other research topics). For water, the PhD continued to work with three groups in Kabarole district that were already known to MMU (from another project). The members of these groups got access to information about the quality of the water they are using (domestic use). For aquaculture and dairy, important efforts were done to identify interested farmers and farmers' groups and to mobilise them through trainings. Currently, there is evidence of a stronger relationship with one group of dairy farmers. Amongst the participants in these groups<sup>34</sup>, the evaluators could notice an eagerness to have access to more knowledge, to explore opportunities for joint collaboration amongst each other and to think over joint market strategies aimed at increasing their income from farming. From the KYOFNET dairy farmers, there is anecdotal evidence that knowledge applied from a training on animal feed increased the milk production of their cows considerably.

In project 2, the development objective only referred to changes within the university. A lot has already been accomplished with regards to the specific development objective: genuine progress was realised in developing and operationalising the systems for the ICT network, the student registration, the Moodle platform for e-learning. These systems constitute a real support to the upgrading of teaching, learning, research and management. For all these systems to function, to be used and to be effective, the access to stable and high-speed internet at the two campuses is essential. This remains a stumble block, moreover it exhausts the budget for electricity (combined with the radio station) and this poses a risk.

Factors that contribute/hamper:

- MMU staff is sensitive to the importance of community interaction and it is part of the DNA of MMU. There is a genuine willingness to perform well on this and to do this work on top of the teaching and the research, receiving only a small facilitation budget.
- Absence of a clear model for interacting with the community to develop community-based research and teaching, defining its distinctive features and limitations (given the energy that it demands), has weakened the effectiveness with regards to the development objective. The evaluators feel that more could be accomplished.

**Quality of research and education** – There is no reason to doubt the quality of research developed within the IUC programme: all PhDs receive proper follow-up and guidance from their promotor in the North and can enjoy a research-oriented environment when in the North. Academic criteria are leading in the research rather than developmental criteria and interaction with communities is aimed at data collection. Scientific articles have been accepted by peer reviewed journals for three of the PhD's (water, aquaculture and distance learning) and several conference papers have been accepted in the proceedings of international conferences. More publications should be awaited to assess overall scientific quality.

The impact of the IUC on the quality of education, both in terms of content and teaching methodology cannot yet be fully assessed either as more time will be needed. The PhD on e-learning/distance learning might have an influence starting from 2018 as his research results will be translated in a strategy to integrate e-learning in institutional practice (MMU broad), which is an exciting perspective.

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<sup>34</sup> Validated for the dairy farmers that are member of Kyembogo and the fish farmers met during the fish farmers platform that was organised during the mission of the evaluators.

The quality of the curricula that have been developed was confirmed by their accreditation by government. The viability and relevance however should receive additional attention: MMU has consulted experts but there is no evidence of a proper analysis of relevance (within the Rwenzori context) and analysis of viability (market analysis). Moreover, the orientation of MMU as a community university presents great opportunities for developing relevant curricula, but this was not well utilised under the IUC programme.

**Positioning of MMU as an institution for community-based research** – This point is referring to one of the extra evaluation questions from the ToR. The vision and mission of MMU is clear about the importance of the relation with the community: MMU wants to be a centre of excellence in teaching, research and community engagement (vision) and to produce outstanding well rounded morally upright and innovative graduates with knowledge base for making positive impact on the community'. In trying to define its identity as community owned and governed university, the MMU drafted a policy for University – Community Partnership (2013). The main philosophy is that of a university that serves society. This is expressed in four principles:

1. Community governed and owned: representatives of community (local government and religious leaders) are presented in the governance structures of the university. Community owned means that members of the community see the university as the natural place to go for education and that their access is supported by using innovative means. This also includes assistance to those who struggle to finance the studies;
2. Community served and serving: transfer of knowledge and skills must be relevant to community needs and MMU graduates must have a commitment to serve the needs of their communities and develop as its future leaders;
3. Non-profit making;
4. Practically oriented pedagogic approach: for e.g. students have to spend a considerable period in the field (six to eight weeks of internship), attention for new styles of education and learning, especially those that are practically based.

The 'community' is defined in a very broad sense: 'All those people near and far and in whatever category or strata that affect and get affected by the University in a positive way constitute the University Community'. In other words: students, international partners, a farmer in the district of Kabarole, university staff, ... they are all part of the same community.

In trying to translate these principles to operational modalities, the policy introduces the notion of partnerships, as a relation in which two or more parties work together towards a shared objective and in which specific shared responsibilities and obligations must be spelt out clearly (project type partnerships). Further, MMU is paying attention to the investment of its staff in community interaction. A follow-up is ensured through individual staff appraisals.

In practice, we see that MMU is ensuring various outreach activities:

- with other development actors: participation in meetings with Belgian development actors (for e.g. at the level of embassies);
- participation in various (research) networks (self-assessment report of project 2);
- offering trainings (with experts from the private sector) to trainees from communities in the districts as an extra service from MMU to the community;
- organising internship (for students);
- offering programmes through the radio station;
- presenting research at international conferences, ...;
- preparation of articles to be published in the Rwenzori Journal (not yet published).

The evaluators could also notice that MMU staff is very much willing to go to the communities and to interact with them. From the interviews with MMU staff, the evaluators also noticed a high sensitivity/feeling of responsibility for result restitution.

It is not clear however what community-based research means, or what action research means at MMU and how this is different from the practice in other universities. In other words, the way in which the unique history and governance model of MMU translates into teaching and research that is different and unique is not clear.

Without having a clear model, it is difficult to market the MMU-model through deliberately chosen channels or to demonstrate leadership towards other higher educational institutions. Although MMU is clearly doing more than other universities in Uganda, the evaluators assess this as 'insufficient' taking into account the fact that this community-based education and research is presented as the 'unique selling proposition' of MMU.

2.4. The MMU is positioning itself in Uganda as expert in the domain of community-based research (leadership)	
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Table 8: score for effectiveness at programme level

### 2.2.3. Efficiency

To assess efficiency, the evaluators looked at three aspects at project level: the realisation of intermediate results, the relation between means and results and the project management. At programme level, an additional question was added on the conducive management at programme level.

The general appreciation of efficiency is quite positive with regards to the realisation of the intermediate results and the relation between means and results, but is more critical in relation to the organisation and follow-up on the interaction with the community, more in particular in project 1.

	Project 1: action research and community engagement for development	Project 2: transversal institutional strengthening
EQ 3.1. Intermediate results have been delivered		
EQ 3.2. Relation between means and results		
EQ 3.3. Conducive project management		

Table 9: Overview of the scores for evaluation question 3 on efficiency at project and programme level

**Realisation of intermediate results** - All intermediate results have been realised within project 1, except for the delay in the finalisation of all PhD's: 4/6 will have finished within the 1<sup>st</sup> phase of the IUC. And with some question marks related to the functionality and quality of the created dairy and fish farmers platforms, the quality of training manuals (project 1) and the execution of Q&A sessions (end of 2017 the project was at 50% of what was planned).

Project 2 reached more participants than planned for with the various short courses for MMU staff (and students). There is one point of attention related to the e-library and the fact that it might be underused because its content is not yet very well known amongst MMU (teaching) staff. Labs have been established and are used. The radio station is functional. All trainings have been well appreciated (see also under relevance). These are the intermediate results that have made it possible for MMU to obtain the Charter.

Factors that contribute/hamper:

- Focus of PSU on the intermediate results contributed to the realisation of planned intermediate results;
- The fact that programme stakeholders in the North were able to attract additional funds contributed to the realisation some of the planned but underbudgeted results (such as access to internet through a fibre optic cable);
- Delay of PhD's might have been caused by the weaker support for research: the research environment at MMU is not yet well developed and support from promoters (from Makerere University) was less available;
- The absence of strong profiles and staff holding masters hampered the identification of PhD's: after the discontinuation of one PhD, MMU was proposed a PhD candidate from UGent. MMU took the candidate on its pay-roll to ensure the execution of project 1 and the research on soil (on a different topic though);
- With the capacity of MMU and the School for Agriculture (in terms of numbers of staff), the number of planned Q&A sessions was maybe overestimated;
- Platforms: absence of a clear model for community-based research makes it less evident to engage with community groups, to manage expectations and to come to an agreement (as was proven by the case of the dairy platform).

**Relation between means and results** – In general, the evaluators find that the partners have succeeded in realising value for money and have provided MMU with basic infrastructure.

Some strategies/approaches were well chosen, for e.g. having MSc in the field of the PhD research (more in particular project 1): the PhD could monitor the master and has access to data to inform/support his/her research. For e.g. finding a good balance between international/Belgian expertise and the use of national expertise for trainings and advice which was cost-effective (South-South exchange with Mzumbe University in Tanzania to name just one example). For e.g. the radio station that allows to reach a lot of people at the same time and more in particular the strategy to establish listener groups (as in project 2, with the PhD on audio teaching) that are prepared for radio programmes that are relevant to them.



A strong point, particularly noticeable in project 2, was the use of a variety of methods and approaches to support the development of competences and capacity: there was a combination of trainings in a more classical setting, short trainings abroad, exchanges between North and South (advisory missions, for e.g. on HR and ICT), South-South exchange, use of interns, etc. The ability to combine various approaches is very relevant for capacity building processes that require often different types of support.

The evaluators would also like to draw the attention to the voluntarist effort of all stakeholders: all did more than was explicitly described in the project documents or more than was budgeted. The stakeholders in the North have provided access to additional funds (through their networks) which have contributed considerably to the realisation of intermediate results (access to internet, radio, trainings for dairy farmers). MMU for e.g. contributed with some financial support for the PhDs (participation in conferences), they mobilised the whole of SoIC to support the execution of project 2 activities and mobilised other MMU staff for community activities, demonstrated resourcefulness in finding solutions (for e.g. MMU staff of one School asked input from staff from another School), ... What contributed to the easy mobilisation of the MMU staff in executing the projects is certainly the scale of the MMU, where most of the staff knows each other and can easily solicit for help. The scale also explains the informal character of the collaboration. However, as the university will grow and the task load will get more important, it might prove that more formal arrangements are needed to decide upon the input and to balance the burden.

The choice to have sandwich PhD's was maybe not the most efficient, because research and analysis and writing tended to slow down when the PhD candidate was at home, but the combination of having access to state of the art knowledge and an international research environment in the North and the advantage of spending time with the family and maintaining networks in Uganda has been very much appreciated by MMU and clearly motivated the PhD candidates. When at home, the PhD candidates were also able to have their MMU salary which catered for the needs of their families.

Clear points of attention are the following:

- The evaluators find that the absence of a clear strategy for skills and competence development (and/or a link with the HR department at the MMU) and the fact that trainings were organised in an ad hoc manner had a negative influence on efficiency and more in particular on the follow-up of changes in competences. This was not only the case for trainings at MMU but also for trainings to community groups which were organised without a clear strategy and where MMU did not ensure follow-up of results.
- Project 2 shifted to a Training of Trainers (ToT) approach for training on management of primary schools to be able to be more cost-efficient and cost-effective, but there was no strategy about how the ToT would lead to changes on the ground: how would a multiplier effect be realised and by whom, what would be the role of the MMU, how would this fit in the district plans for education, ...?
- As already mentioned under relevance, the evaluators find that development of soft capacity for institutional change was not sufficiently addressed in the logical framework or in the programme as such. There were no means to support change management. It is not clear to the evaluators whether VLIR-UOS does allow to use part of the budget to look for this kind of coaching on the (Ugandan) market?

The operational financial means have been used in the best possible way and there was a high consciousness of calculation of costs, procurement and purchase in Uganda (as far as possible of course).

In the initial programme proposal, a budget of 1,5 M EUR was foreseen with the budget being equally divided over the two projects. Investment costs were at 18% of the total budget, operational costs at 43%, personnel costs at 5% and costs for PhD's at 25%. The budget for project 1 was systematically underused: costs for PhDs were overestimated (taken into account the sandwich PhD and the fact that the PhD's spent less time in Belgium than anticipated) and were transferred to project 2 where systematic overspending was noticed, due to the needs of the projects on ICT and the radio station. The flexible (but argued) management of the budget contributed to the efficiency and the execution of activities planned under project 2. (See table below)<sup>35</sup>

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<sup>35</sup> Figures of Y5 were not yet available.

	Year 1 (2013)			Year 2 (2014)			Year 3 (2015)			Year 4 (2016)		
	Budget	Report	Difference	Budget	Report	Difference	Budget	Report	Difference	Budget	Report	Difference
P1	€ 90 000	€ 87 577	€ 2 423	€ 90 000	€ 85 212	€ 4 788	€ 90 000	€ 87 853	€ 2 147	€ 90 000	€ 80 969	€ 9 031
P 2	€ 90 000	€ 90 669	-€ 669	€ 90 000	€ 90 628	-€ 628	€ 90 000	€ 85 200	€ 4 800	€ 90 000	€ 101 794	-€ 11 794
PSU	€ 70 000	€ 69 815	€ 185	€ 70 000	€ 69 284	€ 716	€ 70 000	€ 76 461	-€ 6 461	€ 70 000	€ 67 178	€ 2 822
ToT	€ 250 000	€ 248 061	€ 1 939	€ 250 000	€ 245 124	€ 4 876	€ 250 000	€ 249 514	€ 486	€ 250 000	€ 249 941	€ 59

Table 10: overview provided by ICOS

The budget spent for the programme support units at UGent and at MMU (which could be considered to be the total overhead of the programme, including administrative and management salaries, traveling in the framework of monitoring visits) at a rate of 70,000 EUR/year, amounted to 28% of the total budget. Even though a higher amount for overhead for these kind of projects is acceptable because of the shared management responsibilities and the investment in North-South exchange, 28% is rather high. The share of administrative cost in Belgium and in Uganda is 8% of the total budget.

The UGent provided the budget to hire an assistant (which is a PhD candidate from MMU, but not under the IUC), which contributed a lot to communication and coordination of activities.

**Conducive project and programme management** – The evaluators did not find indications of deficiencies in project or programme management and all stakeholders stated that project management and communication is going well and has considerably improved in comparison to the first years, when the IUC rules still needed to be integrated by the MMU and MMU was not always very responsive.<sup>36</sup>

The North has invested in programme management: a programme manager was identified in the North; the programme coordinator often came to Uganda and used these missions to develop a network between MMU and other development actors or interested funders.

The programme suffered nonetheless from the lack of competent staff to coordinate all interventions within a defined institutional change process, which also explains the slower take-up of some interventions as indicated in the self-assessment reports. The IUC was characterised by a high turnover of project leaders, especially at the level of the MMU. The increased stability at the PSU (especially with the current programme manager that arrived in November 2014 and the efficient accountant) helped to manage these changes but has put a lot of pressure on the programme manager and the coordinator at MMU.

A general weak element in the IUC programme is the attention for monitoring of the quality of processes and effects in a gender sensitive way. The evaluators find this in particular a problem in project 1, that explicitly claims to wanting to make a difference for communities and farmers:

- A system or tools to organise monitoring of participation and changes at the level of farmers has not been developed. Monitoring of changes might come too early since the PhDs are still progressing in their research, but monitoring of participation might have clarified who exactly benefited from what and to reflect upon this (is this the target group that we want, who are the men and women we reach, what is their profile, ...?).
- The quality of the processes of manual writing and development of viable curricula has not been sufficiently monitored.
- The monitoring of participation and of results/effects of short courses in project 2 is not developed: each course write-up indicates how monitoring and evaluation of results will be done but there is no evidence that this monitoring takes place (there is no reporting and respondents indicate that they have never been asked about any effect or application of new knowledge or skills gained). The lack of follow-up makes it hard to see who exactly benefited from what, which is important to understand how the IUC has touched the different schools and staff (men and women).

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<sup>36</sup> As such, MMU is now solicited by other actors in Uganda to link them with academic partners in Belgium. For the TEAM-project with Gulu, it was MMU that supported Gulu in understanding the VLIR-UOS guidelines for project management.

Factors that hamper:

- The fact that objectives and clear indicators about change at the level of users or beneficiaries have not been defined in the logical framework explains this weak performance in monitoring.
- Since the logical framework is very much oriented at tangible outputs, it does not stimulate reflection of the stakeholders upon the 'how' and the 'why' of the execution, the approaches used and strategies applied, the assumptions, ... As such, the logical framework did not function as a tool for reflection, learning and adaptation. This is a missed opportunity.

## 2.2.4. Sustainability

To assess sustainability, the evaluators looked at academic/institutional and financial sustainability. The financial sustainability is clearly under pressure.

	Project 1: action research and community engagement for development	Project 2: transversal institutional strengthening
4.1. level of academic and institutional sustainability		
4.2. level of financial sustainability		

Table 11: Overview of the scores for evaluation question 4 on sustainability at project and programme level

**Academic and institutional sustainability** – Commitment to pursuing the activities is present at all levels in MMU; there is a high level of ownership for the IUC programme results at MMU. Overall, technical capacity is sufficiently present for now to ensure trouble shooting (in ICT systems, ARIS systems, Moodle platform, the radio station).

The MMU recently revised its 2011-2021 strategic plan and this supports institutional sustainability of the IUC results: the revision clearly integrates some of the IUC themes (from project 1 and 2) and allocates responsibility for further follow-up. For e.g. the integration of research results in education curricula is the responsibility of the deans, the preparation of workshop and training materials on innovative pedagogical methods is the responsibility of the School for Education and HRD, to further develop student staff assessment and individual assessment (including attention for community engagement) will be the responsibility of the Quality Assurance Officer, training for and evaluation by staff and students of the e-library is the responsibility of the librarian, developing relations and partnerships with the community is the responsibility of the deans, etc.... It should be noted however, that the radio station (which will require sufficient means and guidance to connect it effectively, also in the future, to research and education) is not mentioned as a tool or important mechanism in the revised strategy.

PhD candidates are already developing ideas for linking their research to education and they feel they are listened to and supported by their superiors which creates a positive and motivational environment and sufficient manoeuvring space, for e.g. to roll-out e-learning practices both at MMU and even with teachers from secondary schools.

The increased attention for research and the awareness at top management level and at the level of academic staff that they need to invest in proposal writing is partially reflected by the target set in the reviewed strategy to develop at least five research proposals per school (each year). The enthusiasm, induced by the IUC for having more research, to go for PhD and masters will most certainly remain in the short term but will require success in attracting external funds and the development of a clear and MMU owned research agenda.

The MMU has the necessary structures (governance, quality assurance, HRD, finance department, ...) and has developed over 60 different policies, of which some related to community development, HRD, mentoring and supervision, ICT. This demonstrates part of the capacity to ensure institutional sustainability. The policies still have to be translated into concrete procedures and mechanisms at various levels of the university. Currently, the policies are not yet properly contextualised and do not sufficiently take into account the distinctive features and challenges of MMU; therefore, they remain theoretic and are less used as management tools. Operationalisation of expected functions and ensuring sufficient competences remain a challenge: many functions are still implicitly assumed by a limited number of persons, for e.g. a lot of functions have to be assumed by the Deputy Vice-Chancellor which is not tenable in the long term.

There are important challenges for institutional and academic sustainability related to the number and qualifications of staff, both when looking at research and at ensuring quality education and maintenance of systems: (i) the current level of qualifications and numbers of staff cannot yet accommodate/absorb/ensure implementation of additional research projects and development (and provision) of new curricula, (ii) responsibilities for ensuring basic training in using Moodle or for ARIS trouble shooting are not yet clearly assigned (while SolC cannot continue to assume responsibility for this), (iii) with the current salary policy, it will be difficult to retain staff that acquired new competences (despite the 'moral' bond to remain at the university after having benefited from PhD scholarships). For the time being MMU does not have strong instruments to prevent brain drain, (iv) with the current numbers of staff and the financial challenges (see further), it will be difficult to maintain the level of community services as developed under the IUC, for e.g. it is not likely that the wider coverage of management trainings for primary school will be maintained without the IUC funds and there does not seem to be an alternative funder (or another source of finance).

With the possible transition from a private to a public university, there is a risk that attention for community engagement will remain at the surface, hence the call for urgent action to develop an MMU model for community-based research, action research and education.

**Financial sustainability** – MMU is working on a sustainability plan (draft of 2017) which is still under review. Replacement/investments are done on an ad hoc basis, based on needs that are identified on a yearly basis by the different Schools and departments. A lot is expected from development of partnerships that come with additional external funding. This seems to be the main strategy for raising the income. The main constraint for financial sustainability is the weak resources base of MMU (with more than half of the income coming from tuition fees); even paying the relatively low salaries is therefore difficult and the proper research budget is not higher than 4% of the overall budget (serving at first instance research of students). Business plans for the Kyembogo Dairy Development Centre, the radio station and the labs have been elaborated but cannot, for the time being resolve the weak resources base.

MMU does not have a long-term plan that forecasts and budgets further investments needed in the different Schools and for ICT or for the development of the radio station or a plan that integrates maintenance and replacement budget.

Various requests to receive financial government support have only been partially accommodated by the government. Recognition as a public university and functioning as one might improve the financial situation, at least for investment in infrastructure and in paying higher salaries for university academic and teaching staff, provided that the central government of Uganda can dedicate funds which is not yet ascertained.

## 2.2.5. Impact

The question of impact was not assessed at project level. For impact, the evaluators have been looking at three elements (, see the table below:

EQ 5.1. Indications of impact at academic and institutional level in the schools concerned in the programme	
EQ 5.2. Indications of impact at academic and institutional level in other schools and the MMU as a whole	
EQ 5.3. Indications of impact on local regional or national development processes	

Table 12: Overview of the scores for impact at programme level

It is too early to assess impact in a mid-term evaluation, for e.g. a clear change in the way staff deliver training, engage in research and outreach; or a change in the way schools are operating cannot yet be observed at this moment. The same goes for sustainable improvement of farming or water harvesting practices amongst the farming communities, though enthusiasm for new approaches has been observed.

Nonetheless, it can be stated quite firmly, that the IUC programme increased the visibility and credibility of MMU as a higher education institution. The IUC is considered as the main enabler for MMU to obtain the Charter status. The MMU thus attracted attention from the Uganda government as an important institution where public resources should be channelled as complementary (financial) support. Recently there has been a presidential directive to make MMU one of the public universities meaning that it will be fully funded by government. The evaluators were informed by the political Head of the Kabarole District Local Government (LC V Chairman) that as stakeholders, they had been lobbying for this for some time. It is not clear at the moment, whether and how MMU will maintain the community orientation, especially in its governance, when it becomes a public university required to comply with stipulated policies and guidelines. There is mixed reaction to the take-over of MMU as a public university, while some of the stakeholders say it is good, others, including the top management of MMU, fear the implications.

Undoubtedly, the role of top management and the fact that the Deputy Vice-Chancellor as coordinator of the programme demonstrated strong ownership of the objectives of the programme contributed to this impact. The MMU coordination of the IUC ensured to have 'hands of but 'eyes on' and continuously mobilised all MMU stakeholders to be involved and take up responsibility.



Other elements indicating academic impact are related to the following: (i) the creation of a spin-off with the establishment of the dairy development centre resulting from the efforts of the programme coordinator in the North. This centre serves to demonstrate best practices and technologies in dairy production to the community and is also a platform for knowledge exchange and training thus contributing to the development of the dairy sector in the region, (ii) the creation of an ICT directorate that manages the ICT networks, which was inspired by a study executed under the IUC programme. The ICT infrastructural support from IUC further necessitated such a unit offering technical support and development of necessary policies. (iii) the IUC helped MMU to develop bi-lateral collaborations with the individual higher education institutions involved in the IUC (for e.g. MMU has signed specific collaboration agreements with UGent and with HOWEST) and with other partners (in and outside of the region).

With regards to the impact on development processes, the evaluators point in the direction of the dairy development centre, but also the availability of laboratories for water and fisheries research, which also provide service to local organisations. The higher coverage of trainings for school management and a package of additional ICT training of two months for teachers that are following the diploma programme might have contributed to some extent to increased quality of education as reflected in better results of students at national exams.<sup>37</sup> The LCV Chairman of Kabarole district where MMU is located affirmed that his district has been leading in primary education for the past five years because MMU has upgraded most of the teachers in the district to various academic levels.

There is no evidence of policy influencing so far or impact on regional development processes: although MMU is connected to many actors through its governance structures, it has not yet developed a clear strategy for policy advocacy and lobbying.

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<sup>37</sup> More research is necessary to confirm this. It should be noted that many other factors probably have contributed to that: more attention from district leadership for the quality of education, increased efforts of parents to be involved and to contribute, the fact that MMU always invested in this, even before the IUC programme).



## 3. Conclusions and recommendations

### 3.1. Very relevant programme but design of intervention logic needs attention

The IUC programme utmost and foremost responds to the critical capacity needs referred to in the 10-year strategy of this young university, MMU. The programme targeted strengthening capacity of MMU with respect to infrastructure, skills and competences of staff, innovative teaching methods, research projects, and engagement with community. The MMU's philosophy of being a community university permeates into the research process where the research topics by the PhD students are conceived in the perspective of community needs and more importantly that they are validated by the community either through the governance structures with representatives of the community or by the communities directly. A strong reflex for result restitution with the community guarantees that adaptations and improvements can be done if necessary.

As far as synergy is concerned, Project 2 which focussed on institutional capacity strengthening created a supportive environment for project 1 which focused on human resource development. Some opportunities to use results from project 1 in improving teaching, developing curricula, developing radio content so far have not yet been fully exploited. The community engagement presents great opportunities for developing relevant curricula but this was not well utilised under the IUC programme.

There is sufficient attention at MMU to involve other stakeholders, Belgian NGO's and local organisations (in developing research topics, in executing the research, in organising outreach activities). With some exceptions (see water research topic under project 1), collaboration with other actors is mostly of an operational nature (where specific expertise is solicited) and not a strategic engagement with long-term objectives. There was little attention for linking the IUC to activities and results from other projects at MMU (amongst which 4 VLIR-UOS funded South Initiatives and a TEAM project), although these projects would have been mutually reinforcing and could provide good lessons, most in particular on how to engage with community in the research aimed at problem solving.

The intervention logic as developed in the logical framework offered clear guidance on the expected deliverables or steps in the execution of the programme but was not change oriented. Pathways from research results to changes in practice or in policy were not elaborated. How the short courses and institutional support combined would bring about the desired change of increasing performance of the university is not clearly articulated: in fact, this change would require for complex institutional change processes and management of change which was not taken care of in the design of the programme.

It was a good decision for VLIR-UOS to work with MMU as the results of this engagement are clearly visible: the MMU governance structure with representation of a wide range of stakeholders, provides excellent opportunities to facilitate and stimulate community outreach, and to influence local policies, and development. The evaluators however feel that this valuable network can be more effectively exploited in institutionalising structures and mechanisms for community engagement with an agreed model of intervention.

The two projects combined made a huge difference in building the capacity of MMU (as compared to other interventions) to improve research, teaching and providing anchors for outreach. This capacity created opportunities for new partnerships that allowed to attract additional funding to the university.

## **Recommendation for VLIR-UOS**

Recommendation 1 - Clarify and define what 'institutional' means in the IUC: influencing institutional development through externally funded programmes is not evident, but the long-term collaboration of an IUC creates a conducive environment for building confidence and learning which are necessary for institutional change. Clarifying what 'institutional' means and supporting the translation of this in the logical frameworks (from intermediate results to changes) is necessary to ensure that there is sufficient attention to what it takes to contribute to increased performance of a University institution.

Recommendation 2 - Support the partners in formulating result oriented logical frameworks: a logical framework is different from an activity plan, it should reflect the vision of the stakeholders on change and it should define better what changes can be expected at the level of individuals, groups, the institution. Clearly, the academic stakeholders need to be supported in this technical skills enhancement which is more natural for development workers. A clear description of the pathway of how the activities will translate into behavioural changes at the individual level, group, and institutional performance is necessary. The most effective way to provide support is through feedback during the formulation process. If stakeholders state they want to influence policies or they want to build skills, it is important not only to define output, such as the number of trainings or contacts, but also be clear on what change is expected. This is a first step and should lead to some reflection about appropriate strategies, for e.g. for training or policy influencing. This recommendation implies that, when better supported, programme stakeholders should assume responsibility to pay sufficient attention to the development of result oriented logical frameworks.

## **Recommendations for MMU**

Recommendation 3 - Use the partnership policy that was formulated in 2013 as a brick to further develop a framework on how MMU would like to interact with various stakeholders. The definition of 'community' currently is too broad to inform strategic decisions. Each envisaged change process will need other stakeholders and partners (different segments from community) and other types of interaction. Some will be more of a project-type (involving external funding), other long-term based or only ensuring information exchange. For e.g. influencing policy will need collaboration with organisations that can translate research results into policy propositions. For e.g. support to value chains, needs collaboration with organisations that are specialised in this and that can mobilise parts or the whole chain. Together with these other partners, it can be defined what exactly the added value of the university can be.

Recommendation 4 – Partnerships and structures can only be effective if clear objectives and goals are formulated. For e.g. community-based education: the objective could be that employees hire MMU graduates because it is known that these students have the best skills for interacting with communities, to ensure these skills, MMU ensures that students can do internships, but also adds extra's (because all universities try to offer internships). The extra can be in specific modules, the way internships are facilitated and evaluated, the relations developed and a mutual commitment beyond hosting students interns, ...

### **3.2. Academic objective and quality of research and education largely realised**

Although some results are still awaited (from the PhD's and their research), the projects already strengthened the capacity of MMU, particularly the School of Agriculture to establish as a research centre and to provide the majority of its staff with basic capacity for quality research, teaching and services to the community. The quality of research developed within the IUC-programme is of good quality due to collaboration with the Belgian partner universities. While in Uganda, the PhD's receive less follow-up and guidance from their promoters in the South – some of them drawn from Makerere University. The capacity at MMU to support PhD training is still weak.

An MMU list of articles published in peer reviewed magazines (with reference to the Scopus index) was not provided to the evaluators. As such, it was not possible for them to validate the quality of scientific publications. However, there is no reason for the evaluators to doubt scientific quality.

From the short courses conducted, staff gained a general awareness about principles of research, e-learning and specific elements of pedagogy and this enhanced their confidence. There is some (anecdotal) evidence of change at individual level: for e.g. starting small research, writing research proposals to attract funding, starting to teach parts of the curriculum that were previously not within the capacity of the lecturer, applying more interactive teaching. Whereas the majority of the staff was trained on how to use e-learning particularly the use of Moodle, its application was done only by a smaller group of lecturers and mainly by those who participated in the research for PhDs and for the period of the research. Other than the basic trainings offered, application requires more follow-up and an individual support system, which was not offered with the IUC programme, with the exception of the support to HR and Finance Department. Integration of research results in teaching was not yet developed, the limited engagement in research by staff notwithstanding: the mechanisms for integration of research results from MMU or elsewhere in the teaching is not yet clear to the lecturers. So, whereas the Registrar office, Finance Department and the library clearly adapted their way of working (using new ICT supported systems), there was no observable evidence that Schools of MMU were adjusting their way of working to fit in the new systems.

A lot is expected for the next phase, when PhD's will finish and start rolling out and promoting the outcomes of their research to influence behaviour and performance. For e.g. the plans to roll out the results from the e-learning research to the whole university offer an exciting perspective, under the condition that they also address the mental orientations of the teaching and learning processes and not only focus on the tools. For this to work, the new PhD graduates will need institutional support to ensure that what they promote has institutional backing rather than struggling as individuals to change the system. Therefore, an institutional strategy is needed on how to utilise the PhD graduates to champion the change that the institution needs.

Leadership and ownership at MMU have greatly contributed to the effectiveness as well as the non-stop message from partners in the North that staff has to invest in proposal writing to acquire more means for research.

With regard to academic quality, there are three important points of attention:

- the viability of new curricula developed: the process of preparing curricula did not sufficiently include market study and analysis to ensure its relevance and viability. The current processes of curricula development at MMU (within the IUC) might be better anchored in community needs (in line with the philosophy of a community university) or based on market analysis in order to ensure relevance and viability of curricula.
- the existing capacity in terms of staff and infrastructure cannot support quality implementation of the many proposed academic programs. Several academic programs are at different levels of development and some are due for implementation for the next academic year but there is limited capacity for implementation.
- The access to high speed and stable internet at both campuses: this is essential for all the systems to function, be used and be effective. The university has two campuses but the internet infrastructure has been improved at only one campus.

### **Recommendations for MMU and partners**

Recommendation 5 - In the next phase, the partners should make an effort to match the available infrastructure, systems and tools with the capacity and competence of staff. Expansion of the university with respect to academic programs has to be planned carefully taking into account the quality aspects. Now that some basic skills have been upgraded, it is important to have a strategy to change behaviour and influence performance. There may be need to for example, support more MSc (even abroad) to strengthen capacity of the Schools and to create a larger pool from which to select candidates for PhD studies. It will be important to connect these efforts more closely to the HR development policy and plan. Having and using an MMU vision on competence development would allow MMU to better negotiate with external funders on what is needed, so that various project contribute as much as possible to the overall MMU vision and strategy.

Recommendation 6 – Pay sufficient attention to the quality of processes and systems in a holistic way, for e.g. when rolling out a strategy for e-learning: it is not only the available tools and internet infrastructure that matters but even more importantly the pedagogical reorientation of staff in e-learning. New competences are required and there is need for retraining of the staff to effectively use e-learning. It should also be noted that wide-scale use of e-learning and distance learning will also require good internet access off-campus where the distant learners are.

Recommendation 7 – A realistic and systematic plan of expansion is important for ensuring quality. Curricula are currently developed without a proper analysis of the market and involvement of potential graduates and employers. Relevance of curricula necessitates investment in market analysis – there are good lessons to learn from the APPEAR project on curriculum development process, where the Austrian university is very much involved in the whole process. More involvement of the Belgian partners in the process of developing these curricula (beyond providing information about their proper curriculum) might be interesting. The evaluators however understand that the fact, that the input of Belgian actors is mostly voluntary, might limit their engagement.

### **3.3. Efficient programme execution but weaker in follow-up of results**

Most intermediate results have been realised within project 1, except for the delay in completion of the PhD's. Project 2 reached more participants than planned through the various short courses and realised the basic infrastructure that greatly contributed to obtaining the Charter status. In general, the evaluators find that the partners have succeeded in realising value for money: some strategies were well chosen, a variety of methods and approaches to support the development of competences and capacity was used, all stakeholders demonstrated a voluntarist effort, the sandwich PhD was a good strategy.

What contributed to this satisfactory implementation was the effectiveness of the PSU to manage and to maintain focus on the planned intermediate results and the fact that partners in the North attracted additional funds through their network and facilitation of contacts.

Overall, the projects were weaker in defining coherent strategies (at the institutional level) for training, skills and competence development and interaction with the community. The programme suffered from the lack of competent staff to coordinate all interventions within a defined institutional change process, which also explains the slower take-up of some interventions as indicated in the self-assessment reports. The PSU was pre-occupied on implementation of activities but beyond that there was need for facilitators of change at the institutional level to ensure that activities translate into institutional performance. In addition, the attention for monitoring of the quality of processes and effects of interventions was weak and there was no attention to important societal differentiations like gender.

#### **Recommendations for VLIR-UOS**

Recommendation 8 – Support the stakeholders in developing a gender sensitive monitoring system that collects gender disaggregated information about changes in a systematic way, clarifying who benefited from what, that includes indicators for progress and success (of manuals, curricula, outreach). This can be included in the feedback on the logical framework (see in the above under recommendation 2)

Recommendation 9 – Depending on the vision on 'institutional' in the IUC (see recommendation 1), consider the need to have a change manager in the IUC programmes (depending on context and capacity of the university concerned). It is easily assumed that the university in the South is responsible for using the results of the IUC programme as such realising institutional change and improved performance. The pathway to institutional change however is usually quite complicated and may not automatically emerge straight from successful implementation of activities. A competent person with institutional mandate can catalyse institutional change not only to attain the overall goal of the programme but also to make the change sustainable. It is not clear now, who (from the North/South) should facilitate change and in what way. In the case of MMU, the position of a change manager would have been very helpful. The evaluators believe that top management and more in particular the Deputy Vice-Chancellor can act as change manager and have tried to act as such, but one should recognise the current volume of work and the fact that this does not allow to focus sufficiently on change management. A credible and designated officer in the Office of the Vice-Chancellor would be recommended to perform this function. It might be necessary to explore to what extent the programme budget would allow support for this change management? Together with the identification of and support to change 'champion' at other levels (and the evaluators have observed that they are there), this will prove to be an important step.



## Recommendations for MMU

Recommendation 10 - Realising outreach services for community in the context of a Community University: a clear model is needed illustrating how MMU engages with community and how the three core functions of teaching, research and outreach integrate in that model and how the interventions can be scaled up and out. There is no framework and guidelines for community engagement, and each school and individuals do it their own way. If the option is to influence community via partnerships with community development agencies, MMU will develop a framework for such type of partnerships. It is important to recognise that MMU as a university may not have the capacity and resources to directly provide services to community (in the eight districts of the Rwenzori region) on a sustainable basis. A model of how MMU contributes to service delivery to communities in the region (and the limitations of that model) is therefore essential. One concrete example: if MMU chooses to organise ToT, then MMU should more thoroughly reflect upon the multiplier effect (how will it happen, how can MMU support and monitor) and how it fits into strategies of other stakeholders (for e.g. the district development plan for education). If action research is an option, it is worthwhile to understand the difference between action research and other types of research, to conceptualise, to develop clear guidelines, to define when it should/can be applied, etc. (see also recommendation 15).

### 3.4. Financial sustainability at risk and challenge to have sufficient and qualified staff

Institutional development is a continuous and long-term process that also consumes substantial amount of resources. For a young university like MMU, the IUC programme is seen only as a spark to trigger processes for MMU to mobilise resources for institutional capacity building.

There are strong indications that support institutional sustainability: the revised strategic plan includes several IUC topics, MMU has the necessary structures and policies (although insufficiently contextualised), commitment to pursue the activities is present at all levels, technical capacity is sufficiently present to deal with trouble shooting of the systems, PhD candidates are supported to develop ideas to integrate their work in the MMU and the Schools after they finish, there is more attention for research and writing research proposals.

The main important obstacle lies in the number and qualifications of staff. With the current salary policy, it will be difficult to retain staff that acquired new competences (see high turnover in various Schools) and with the current number of staff and the weaker resources base of MMU, it would not be possible to maintain the level of community services as developed under the IUC. Moreover, there is a risk that attention for community-based research and outreach will remain at the surface, in case MMU will start to function as a public university. Hence the call for developing the MMU model for community-based research and teaching (see further).

Capacity to attract external funding is for the moment very dependent upon the network of a few people from the North. Currently, the main strategy for raising income, MMU is developing is based on the development of partnerships that come with additional funding. MMU has been able to attract partnerships that bring in some resources but this has been for small project grants. Outside the initiatives made by the partners from the North, the evaluators were not able to link any other grants to the IUC programme. Business plans for the Kyembogo Dairy Development Centre, the Radio station and the labs have been elaborated but cannot, for the time being resolve the weak resources base.

Recognition as a public university and functioning as one might improve the financial situation, at least for investment in infrastructure and in paying higher salaries for university academic and teaching staff, provided that the central government of Uganda can dedicate funds which is not ready ascertained for the time being.

### **Recommendations for MMU**

Recommendation 11 - Review relevant policies to fit the unique context of MMU and ensure that they can be operationalised. For example, the HR policy that requires all lecturers to publish in peer reviewed journals every year is out of context with the quality of staff currently employed by the university. Further, to motivate staff to perform better, the promotions policy has to be fully implemented.

Recommendation 12 - Execute the plan to integrate the PSU in the MMU structures. At the time, it was logical to make PSU a separate unit because of the weak institutional systems, but it is now time to start mainstreaming it within the university system. This will ensure that knowledge on project management will be maintained at MMU. The plan to integrate PSU and management of other projects in the Planning and Development Unit should be supported. Through this process, MMU can come up with a Project Management Unit that caters for all projects in the university. This can contribute to more synergy between projects (where possible), consolidation of lessons learned, keeping an oversight of projects and how they connect to other (change) processes in the university.

Recommendation 13 - Strengthen the capacity of the planning and development unit: the integration will have to go together with a vision and plan about how the PDU should function in the future and what resources will be needed. One of its important functions will be to develop and execute a concrete resources mobilisation strategy.

Recommendation 14 – The MMU Radio station is an important tool for engagement with community, training and income generation, however the type of licence acquired imposes limitations on income generation. Currently other than the manager of the radio, all the other workers at the radio are volunteers and this is not sustainable. The licence of MMU should be revisited to obtain one that allows generation of funds at least to sustain the running of programs on the radio. The programming of the radio too needs to take into account the varied interests of the community but more especially the educational elements of the public. As a tool for facilitating exchange of information and knowledge between the university and the community, it will have to be well integrated in the out-reach model.

### **3.5. Impact: increased visibility and credibility of the MMU as higher education institution**

Of course, it is too early to assess impact in a mid-term evaluation, for e.g. a clear change in the way of doing of staff (how they deliver training and teaching and how they engage in research and outreach); and in the way Schools are operating cannot yet be observed at this moment which is acceptable in this phase of the IUC. The same goes for sustainable improvement of farming or water harvesting practices, regardless of the enthusiasm for new approaches that has been observed.

Nonetheless, it can be stated quite firmly, that the IUC programme increased the visibility and credibility of the MMU as a higher education institution. The IUC can be considered as the main enabler for MMU to obtain the Charter status.

The IUC has influenced the creation of the Kyembogo Dairy Development Centre as relevant spin-off, the creation of an ICT directorate within MMU and bilateral partnerships with two of the partners in the IUC. Labs are accessible for local stakeholders. The higher coverage of trainings for school management and the package of additional ICT training for teachers might have contributed to some extent to increased quality of education in the region. There is no evidence of policy influencing so far or impact on regional development: although MMU is connected to many actors through its governance structures, it did not yet develop a clear strategy for advocacy and lobby.

### **3.6. Absence of a clear model for community-based research, but strong willingness to develop this**

The assumption that there is something like a MMU model for community-based research and education was not validated by the evaluation. MMU is still struggling to define this and to identify the consequences for the way in which research and education and teaching at MMU are executed. The distinctive features of this model and the extent to which it distinguishes MMU from other universities are not clear.

This being said; MMU is investing a lot in interaction with the communities (see also under effectiveness) and staff is very positive about this link with the communities. Within the IUC and project 1, efforts have been done to mobilise dairy and fish farmers and to connect them to the research (for data collection and results restitution), but the mechanism of platforms appears not to be the most appropriate (and created some expectations that cannot be met by the university alone). Existing knowledge has been disseminated through the radio station and through Q&A sessions. There is however a limitation to what MMU staff can manage with the current numbers of staff, which points at the need to more carefully reflect about what the strategy can be. Project 2 created a new channel for interacting with communities, the radio station, which would allow MMU to influence on practices, to raise awareness on the basis of researched information. Its effectiveness needs to be increased in the second phase of the IUC.

The 2013 policy on University-Community partnership provides some insight in how MMU is currently thinking about interaction with community but remains vague about 'community-based research'. A manual for community engagement was elaborated but focused more on how to develop a course or a manual. Currently, a lot of different definitions and concepts are used without sufficient explication: 'action research', 'community-based research', 'community engagement', 'interaction with the community', 'services to the community', 'outreach', ...

## Recommendations for MMU

Recommendation 15 – (see also recommendation nr. 10) MMU needs to define its model for community-based research and teaching to increase efficiency, effectiveness and sustainability of IUC and other interventions. A specific MMU model can be a unique selling point to attract additional funding and to gain more visibility (exposure). Defining this model will be a process of reflection. Following questions can support reflection: what are the concepts MMU wants to use, what does it mean for the practice in research and teaching (what are distinctive features that distinguish MMU from other universities?), what does it require in terms of competences from the MMU lecturers and researchers, how will MMU manage expectations with community groups, in what way MMU wants alumni profiles to be different from alumni in other universities, what are the limitations (where can MMU not go?) and where does MMU have to connect with other stakeholders? MMU could seek external support to facilitate this reflection process and to explore alternative ways of doing research and teaching. It is recommended that this would be part of the next phase of the IUC programme. The self-assessment reports at project level, recommended to have a separate outreach unit for the next phase of the IUC. The evaluators would not immediately support that idea and would urge MMU to first reflect upon the content.

## ANNEXES

- Annex 1: Terms of Reference
- Annex 2: Evaluation framework
- Annex 3: Mission programme
- Annex 4 : List of documents and persons consulted
- Annex 5: Report from the e-survey

## Terms of reference

### The IUC under review: Mountains of the Moon University

#### Context of the IUC under review

Uganda, with a population of over 30 million, is still one of the world's poor countries. The majority of the Ugandan population is engaged in rural agriculture and the informal sector. Despite some encouraging trends, poverty remains endemic and the level of per capita income is still very low. Particularly the Rwenzori region is predominantly an agrarian area with largely a peasantry population that has remained below the national average in many of the human development indicators, mainly due to inadequate development service delivery.

In the last political decade, universities have been seen as engines of economic developments and fosters of technological and scientific innovations in the communities. They are required to generate transit and preserve knowledge that will deepen human understanding and improve the human condition. They are tasked with the responsibility of producing skilled and specialised people with adequate research knowledge to ensure the needed development of agriculture and new technologies, which are responsible for the creation of wealth and therefore eradication of poverty.

## Partner university

Compared to the rest of Universities in Uganda, Mountains of the Moon University (MMU) is academically less developed. It has limited quality full time academic staff especially at PhD level that can teach and supervise graduate student and engage in scientific research. However, as a community founded university, in addition to its interaction with local stakeholders and other actors, MMU has a quite unique and innovative university model, which is of great interest for the rest of the sectors in sustainable community development.

## Overview of IUC

PROGRAMME			
<b>Title:</b>	Institutional University Cooperation with Mountains of the Moon University (Phase 1)		
<b>IATI identifier:</b>	BE-BCE_KBO-0418.766.123-IUC_MMU_Phase1		
<b>Type:</b>	IUC	<b>Contract ID:</b>	ZIUS2013AP027
<b>Country:</b>	UGANDA	<b>Location</b>	Fort Portal
<b>Start:</b>	1/04/2013	<b>End:</b>	31/12/2018
<b>Partner (South)</b>	Mountains of the Moon University	<b>Partner (North)</b>	Universiteit Gent
<b>Promoter (South)</b>	Edmond Kagambe	<b>Promoter (North)</b>	Xavier Gellynck
<b>Contact (South)</b>	edmondkagambe@yahoo.com	<b>Contact (North)</b>	Xavier.Gellynck@UGent.be
<b>Budget:</b>	€ 250.000/year	<b>Sector:</b>	Research/scientific institutions (43082)
<b>Summary</b>			
Mountains of the Moon University (MMU) is a relatively new university (established in 2005) situated in the western region of Uganda. This unique university is founded and governed by the local community, working for and accountable to the community. MMU is continuously striving hard to match the expectations of the local community. Unfortunately, the lack of capacity of MMU with respect to education and training, research, infrastructure and institutional management hinders the growth of the institution.			
The IUC partner program has been developed to overcome these challenges. The first phase of the IUC partner program is focusing on two projects: 1. Action research and community engagement for development, and 2. Transversal institutional strengthening. The first project is focusing on action research to be carried out by faculty members and students in topics of soil fertility, aquaculture, water supply and management and agribusiness (in the dairy sector), and on extension of the research outcomes to the outreach centers. The second project is focusing on institutional strengthening with respect to ICT, library, laboratory, community education, staff development, administration etc. The two projects complement each other towards a common goal i.e., to enhance the capacity of Mountains of the Moon University (MMU) to use community based training and research approaches in improving agricultural productivity, with a focus on the dairy and the aquaculture sector.			
<b>Overall Objective</b>			
MMU has become an important academic actor in the Rwenzori region; the standard of life of the rural community in the Rwenzori region is improved			
<b>PROJECT 1</b>			
<b>Title:</b>	Community engagement for development		
<b>Sector:</b>	Research/scientific institutions (43082)		
<b>Partner (South)</b>	Mountains of the Moon University	<b>Partner (North)</b>	KU Leuven
<b>Promoter (South)</b>	David Magumba	<b>Promoter (North)</b>	Bart Van der Bruggen
<b>Specific Objective</b>			
MMU is established as a leading center for agricultural research (soil, water, aquaculture and agri-business); improved knowledge on soil, water, aquaculture and agribusiness are transferred to the rural farmers to improve production.			
<b>PROJECT 2</b>			
<b>Title:</b>	Transversal institutional strengthening		
<b>Sector:</b>	Education facilities and training (11120)		
<b>Partner (South)</b>	Mountains of the Moon University	<b>Partner (North)</b>	Vrije Universiteit Brussel
<b>Promoter (South)</b>	Moses Muhumuza	<b>Promoter (North)</b>	Zhu Chang
<b>Specific Objective</b>			
The capacity of the university staff is enhanced to offer high quality research, teaching and services for the community; the ICT services and support systems are upgraded for enhanced teaching, learning, research, management and outreach services to serve the society.			

## General state of implementation

Despite some challenges with regard to the PhD students (some candidates dropped out during Phase 1 and had to be replaced), the programme is progressing well. The scholars continue to help in improving the academic and research atmosphere at the university as they publish and disseminate their findings in local and international journals and conferences. The involvement of the scholars in teaching of postgraduate courses at the university has also reduced the dependence of the university to staff from other institutions to teach and supervise research at the university.

There is a clear improvement of the ICT infrastructure with the connection of the fibre to the university servers: thanks to the donation of a 10km optical cable, MMU completed its last mile of connecting its campus to the National Backbone fibre. Another milestone towards the achievement of the Program objectives is the going on air of a university radio. This radio can be an important tool for dissemination of research results and outreach in Phase 2 of the Programme. Additionally, different schools and units in the university are expected to start using the radio for their own outreach activities.

So far, the IUC programme has enhanced the image of the university as a key actor in the provision of high quality education in the Rwenzori region. Recently, a grant of 500 million Uganda shillings was extended to the university from the Ugandan government in recognition of the contribution of the university to the community it is serving. Moreover, in the beginning of September 2017, VLIR-UOS was informed by the Ugandan IUC coordinator that MMU has been positively assessed and recommended to acquire a University Charter by the National Council of Higher Education (NCHE). This is a great achievement for MMU because the assessment by NCHE towards the realization of a University Charter was formulated as one of the prime indicators/ targets of Phase 1 of the IUC Programme.

## Evaluability assessment

The expectation is that the availability of logical framework monitoring data will be somewhat limited (especially at outcome level), having an influence on the evaluability of the IUC. Until now “older” IUC programmes, including the IUC under evaluation, were mainly asked to report on **eight key (programme/project) results areas (KRAs)**, each one specified in terms of its corresponding set of standard indicators. All IUC projects report against these indicators. They are essentially output-oriented and quantitative. Such a reporting contributes to documenting the actual outputs and retaining such information in a database that is annually updated. Data about these key result areas (and some other information, see below) will be provided by the Northern and Southern stakeholders through self-assessment formats and will be at the disposal of the evaluation team. As a result of this focus on KRA's, the monitoring for the specific logframe indicators is often rather limited. Furthermore, the general quality of the logical framework of IUC's from previous generations is often suboptimal. Below you may find a more complete evaluability assessment:

A. Theoretical Evaluability	OK	+/-	NO	Comments (if any)
1. All (expected) documents are available	x			
2. The rationale of the intervention and the problem situation of the beneficiaries are clearly described (in proposal or PP)	x			
3. The link between the problem analysis and the intervention objectives/intermediary results is clear	x			
4. The role of the main actors involved and of the target group is clearly described	x			
5. There is a clear and correct distinction between outputs (intermediate results), outcomes (specific objectives) and impact (general objectives)		x		

6. The intervention logic from inputs to outcomes and the ultimate impact is clearly elaborated and logic		x		
7. Information about the risks (assumptions) is available and their possible impact on the intervention logic and intervention performance are identified	x			
8. Risks (assumptions) have been monitored, managed and reported on		x		No explicitly
9. Any changes in the underlying intervention logic are clearly explained in the Annual Progress Reports. Any changes were adequately incorporated into the logical framework	x			
10. (The expected) information is available with regard to progress in achieving results (including measured indicators + KRA's/standard indicators), adequately reflecting the Theory of Change	x			
11. Do indicators sufficiently allow to demonstrate the achievement of the specific objective(s)? Indicators are different from IR level?			x	
12. Do indicators sufficiently allow to demonstrate the achievement of the intermediate results, sufficiently covering them?	x			
13. When relevant, data is disaggregated by sex or other relevant characteristics			x	
<b>B. Practical evaluability</b>	<b>OK</b>	<b>+/-</b>	<b>NO</b>	<b>Comments (if any)</b>
14. Stakeholders were informed about the evaluation	x			
15. The expectations of stakeholders (process and results) are compatible and realistic	x			
16. The specific evaluation questions of the stakeholders were included in the ToR	x			
17. The relationships between the key actors of the intervention are "healthy"	x			
18. There is a positive attitude towards the evaluation and there are no indications of any expected negative reaction	x			
19. There are no safety issues or other obstacles to conducting the evaluation (weather, poor infrastructure, unreliable flights ...)	x			
20. The timing of the evaluation is strategically planned (does not coincide with, for example: elections, the absence of key players, holidays)	x			

## Purpose and objectives of the evaluation

### Purposes of the evaluation

A mid-term evaluation has 3 different standard purposes:

1. Learning: on the basis of the analyses made by the evaluation team, lessons can be learned about what worked well, what didn't and why. The formulation of these lessons learned will contribute to the quality of on-going and future IUC programmes in terms of the content and management of the programme, including the overall policy framework.
2. Steering: on the basis of the analyses made by the evaluation team, recommendations will be formulated to support decision making processes of the IUC (at different levels). For a mid-term evaluation specifically: the evaluation will be used to decide about - and as an input for - the formulation of a second phase.
3. Accountability: by independently assessing the performance of the IUC programme (and validating or complementing the monitoring), different actors (HEI, VLIR-UOS, etc.) can fulfil their accountability requirements.



## **Specific evaluation objectives**

The evaluation's primary objective is to evaluate the performance of the IUC (programme level and project level). This is the basis of every IUC evaluation. Next to this objective, final IUC evaluations also analyse the prospects for the post-IUC period:

- B. The performance of the IUC needs to be evaluated on the basis of the OECD-DAC criteria for development evaluation (+ one additional criterion): **scientific quality, relevance, efficiency, effectiveness, impact, and sustainability**. For mid-term evaluations, a particular focus needs to be given to **efficiency** and **effectiveness**.
- C. In case of a mid-term Evaluation: the follow-up plan of the programme for the second phase (cf. self-assessments) is also evaluated. The follow-up plan needs to further guarantee capitalisation, exploitation and vulgarisation of achievements of the first phase, sustainability at institutional level (and research groups), and the impact of the university on development processes in the surrounding community, province and eventually in the country.

Next to these standard objectives, this mid-term evaluation also has the following, specific, objective(s) that were formulated as 'points of attention' by the board of VLIR-UOS when the IUC programme proposal was selected in December 2012:

- D. To evaluate if and how MMU fulfills its central role in Uganda in the domain of 'community based research, education and services'
- E. To evaluate the involvement of the local communities in all aspects of the programme and project elaboration, including the design of the research lines and the identification and elaboration of the PhD research topics

## Evaluation criteria

As mentioned, the evaluation will use the OECD-DAC criteria (+ a criteria on scientific quality) as criteria to evaluate the IUC: **scientific quality, relevance, efficiency, effectiveness, impact, and sustainability**. Any priorities regarding criteria are mentioned in 3.2.

Below a brief definition of the criteria is provided and the interpretation of the different criteria (at programme level and at project level) is provided through the formulation of a number of questions/descriptors that specify the VLIR-UOS interpretation of the criteria. These descriptors are indicative. It is up to the evaluators to develop a more detailed set of sub-questions to assess the criteria.

The different criteria need to be analysed and assessed by the evaluators. They also need to provide a score for every criterion using a four-point evaluation scale. The scale is as follows:

1	=	(very) poor
2	=	insufficient/low
3	=	sufficient/good
4	=	very high/excellent

These scores - expressing in quantitative terms an overall and synthetic yet differentiated qualitative judgement - should facilitate the task of evaluation and should be applied for the IUC programme level and for each project within the IUC programme.

## Programme level

Criterion	Descriptors
<b>1. Relevance</b>	<p><i>"The extent to which the objectives of a programme are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."</i></p> <p>The extent to which the programme is addressing immediate and significant problems and needs of the concerned partners (institutional) as well as regional and national policy makers, with reference to the MDGs, PRSP and other multilateral policy documents. <b>Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D)</b></p>
<b>2. Efficiency</b>	<p><i>"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."</i></p> <ul style="list-style-type: none"> <li>• Sufficient "economy" considerations by the programme</li> <li>• The use and application of the means earmarked for collaboration.</li> <li>• The <b>management</b> of the programme both in Flanders and locally: <ul style="list-style-type: none"> <li>○ results-orientation of management</li> <li>○ cooperation between all parties involved (between projects and programme level, between projects, within projects, between programme and local university)</li> <li>○ quality of communication between all parties involved (between projects and programme level, between projects, within projects, between programme and local university)</li> <li>○ External communication</li> </ul> </li> </ul>
<b>3. Effectiveness</b>	<p><i>"The extent to which the programme's objectives are expected to be achieved, taking into account their relative importance."</i></p> <ul style="list-style-type: none"> <li>• Overall effectiveness of the programme, taking into account the attainment of specific objectives at project level</li> <li>• changes in awareness, knowledge, skills at institutional level</li> <li>• changes in organisational capacity (skills, structures, resources)</li> </ul>
<b>4. Impact</b>	<p><i>"Potential positive and negative, primary and secondary long-term effects produced by the programme, directly or indirectly, intended or unintended."</i></p> <p>Not just actual but also (given time limitations) potential impact.</p> <ul style="list-style-type: none"> <li>▪ Added value of the IUC programme for the institutional performance of the university</li> <li>▪ Policy changes at institutional level? Changes in behaviour at institutional level?</li> <li>▪ Added value of the IUC programme for the role of the university as a development actor</li> <li>▪ the extent to which the collaboration has sparked other departments to initiate interuniversity collaboration, joint capacity building, fund raising etc.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ the extent to which the collaboration has led to joint developmental activities or similar collaborative models at the regional level</li> <li>▪ the extent to which the collaboration has raised interest of policy makers and academics, and how the partner university is called upon or is pro-actively developing collaboration models that could be fed into policy advice</li> </ul>
<b>5. Sustainability</b>	<p><i>"The continuation of benefits after the programme have been completed."</i></p> <p>Financial, institutional and academic sustainability:</p> <ul style="list-style-type: none"> <li>• co-funding by the partner university (matching funds)</li> <li>• incorporation of costs into the budget of the partner university</li> <li>• the partner university sets aside funds for operations and maintenance of physical infrastructure</li> <li>• Ability to attract external funds</li> <li>• Ability for full financing or co-financing events, workshops, congresses, mobility, grants, investments, infrastructure</li> <li>• Strengths and weaknesses of the institution in terms of institutionalising the collaboration</li> <li>• Intensification and/or formalisation of interuniversity consultations (North-South and South-South)</li> <li>• Ability to produce joint proposals (fund raising, research)</li> <li>• Collaboration and exchanges outside of VLIR-UOS-programme</li> <li>• Curbing brain drain into sustainable brain circulation, installing incentives, "pull factors" against "push factors"</li> </ul>

## Project level

<b>Criterion</b>	<b>Descriptors</b>
<b>1. Scientific quality</b>	<p><i>"The extent to which a project has a ground-breaking nature and ambition (excellence)."</i></p> <ul style="list-style-type: none"> <li>▪ quality of <b>research</b> : the extent to which research - sufficiently involving stakeholders - is cutting edge; Extent to which the results have been incorporated in local or international refereed journals</li> <li>▪ quality of <b>education</b> : the extent to which new education practices – developed while sufficiently involving stakeholders - are cutting edge; Extent to which alumni easily get a job which fits their education profile; the number of fellowships acquired from foundations</li> </ul>

2. Relevance	<p><i>"The extent to which the objectives of a project are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."</i></p> <p>The extent to which the project addresses immediate and significant problems of the community, looking at the amount of self-finance, demand from state and private actors, the level of transfer of know-how and technology. <b>Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D)</b></p>
3. Efficiency	<p><i>"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."</i></p> <ul style="list-style-type: none"> <li>• The extent to which intermediate results (outputs) have been delivered</li> <li>• The relationship between the intermediate results and the means used to reach the intermediate results.</li> <li>• The relationship between the objectives and the means used to reach the objectives.</li> <li>• Efficiency of project management (e.g. the extent of flexibility during implementation)</li> </ul>
4. Effectiveness	<p><i>"The extent to which the programme's objectives are expected to be achieved, taking into account their relative importance."</i></p> <ul style="list-style-type: none"> <li>• the degree to which the specific objectives have been achieved</li> <li>• the "use of outputs"</li> <li>• changes in behaviour</li> <li>• the extent to which the university/faculty/department has created the conditions for impact (e.g. by facilitating uptake)</li> </ul>
5. Impact	<p><i>"Potential positive and negative, primary and secondary long-term effects produced by the project, directly or indirectly, intended or unintended."</i></p> <p>Not just actual but also (given time limitations) potential impact:</p> <ul style="list-style-type: none"> <li>▪ Upscaling of new knowledge/applications/services by communities/governments/organisations</li> <li>▪ Impact on internal performance of involved academics/departments <ul style="list-style-type: none"> <li>- renewed curriculum functions as example for other universities/departments</li> <li>- the new style of teaching has become a model for teaching (e.g. the systematic use of teaching in combination with laboratory work)</li> <li>- the library has experienced a clear increase in number of visitors</li> </ul> </li> <li>▪ impact at the level of the private sector : the amount of money earned on the market</li> <li>▪ the extent to which academics, involved in the project, are called upon by the government for policy advice</li> </ul>

<b>6. Sustainability</b>	<p><i>"The continuation of benefits after the programme have been completed."</i></p> <p>Especially financial and institutional sustainability:</p> <ul style="list-style-type: none"> <li>▪ Measures for staff retention of trained staff</li> <li>▪ (potential) synergy and complementarity with other actors (e.g. in extension), local and Belgian actors in particular</li> <li>▪ do the Flemish universities (and university colleges) commit their own university funds to the programme, for instance by giving fellowships or by allowing academics to go to the field ?</li> <li>▪ personal commitment of academia?</li> <li>▪ availability funds for operations and maintenance of physical infrastructure</li> <li>▪ are there joint research projects which are interesting both to the Northern and Southern academics involved ?</li> <li>▪ do the partner universities also commit their own funds to the programme (matching funds)?</li> </ul>
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## Methodology and data collection

The evaluators are expected to detail an overall methodology for the evaluation in their inception report, taking into account the elements (information sources/data collection) mentioned in this chapter (and the methodologies already developed in the earlier offers in case of a framework contract) This methodology needs to be in accordance with the evaluation objectives, taking into account the context of the intervention and the budget of the evaluation.

Input into the evaluation will be provided through various information sources/methods. These are explained below.

## Information sources

Prior to its mission the evaluation team will receive from VLIR-UOS, apart from basic information on the IUC Programme, a number of documents relating to the respective IUC partnership, such as the university strategy paper, the IUC partner programme, annual reports, management manual, etc. Two other information sources will also be included:

### The Logical Framework

The logical framework and its indicators will serve as the main reference document to assess progress towards the objectives and results formulated.

### Self-assessment reports

The stakeholders in a given IUC partnership are invited, prior to the mission of the evaluation team, to make a self-assessment and to report on it to the evaluation team in the form of a number of self-assessment reports.

The objectives of the self-assessment are manifold :

- a. Reporting against the **logical framework**;
- b. Analysis of progress made and achievements;
- c. Consolidation and/or completion of Key Result Areas;
- d. **Reflection** about the sustainability, partnership, lessons learned, the follow-up of the programme,...

The following **3 formats** will be used in the context of the IUC evaluations. These formats have been refined and consolidated:

- format n° 1 : self-assessment per project
- format n° 2 : collective self-assessment North
- format n° 3 : collective self-assessment South

## Data collection

Data collection will be done on the basis of available documentation and on the basis of interviews and visits (see below). Furthermore, the evaluators are invited to strive to triangulate data as much as possible (using methods described in the inception report). If data on crucial indicators is unavailable, evaluators are invited to collect that data to substantiate their findings.

### Focused interviews with all stakeholders

The evaluation team leader will interview the Flemish programme coordinator, the Flemish project leaders and the Institutional coordinator for University Development Cooperation of the Flemish coordinating university (ICOS) in Brussels. The evaluation team members will also visit the partner university where they will have focused discussions with the stakeholders of the IUC partnership.

The interviews will be preferentially face-to-face but classical (group) interviews (e.g. students, authorities,...) are possible as well. Exceptionally, unavailable persons may be interviewed by telephone, E-mail, or by sending a questionnaire.

It is left at the discretion of the evaluation team to choose the right interviewing method and data analysis methods.

### Visits

The evaluation team is encouraged to visit all relevant facilities of the university, with special attention to infrastructure, the central offices involved in the programme (Programme Support Office or PSU), the classrooms and laboratories involved, research sites, field stations, development projects with a link to the IUC programme, ....

In the context of the evaluation methodology for the IUC evaluations a separate meeting will be held in Brussels with the international expert in order (i) to brief on VLIR-UOS, its programmes on university development cooperation, and the respective IUC partnerships and (ii) to allow discussions with the respective Northern stakeholders.



## Actors involved

### General

The following actors will be involved in the evaluation. All of them have an important stake in the evaluation:

- the VLIR-UOS secretariat;
- the stakeholders (both in Flanders and in the partner country) involved in the ongoing IUC cooperation programme;
- the members of the evaluation team;
- the Direction General for Development Cooperation (DGD), i.e. the Belgian government administration for international cooperation
- other relevant stakeholders;

### The evaluation team

The evaluation is to be undertaken by both members of the evaluation team.

One expert will act as team leader. In this capacity he/she will lead the meetings that have been programmed and will coordinate the report drafting. He/she will be invited to use his/her experience with international cooperation in the field of higher education and research as reference for the evaluation, especially when formulating recommendations for improvement of the global set-up and management

The following expertise need to be represented in the evaluation team:

- International development expertise: knowledge of and experience with processes of development cooperation, capacity building and methodological issues in general and in higher education in particular;
- A solid experience with and expertise in evaluation
- Country expertise: knowledge of and experience in the local context and the higher education and research system.

The following attribute is considered an advantage:

- Academic expertise regarding the core theme(s) of the partner programme such that the academic quality may be assessed

The above fields should be accommodated by the joined and complementary expertise of two external evaluators. These experts should be neutral. This means that evaluators (1) have not been involved in the implementation of the intervention being evaluated (2) and have no contractual relationship, now or in the past, with any of the partners involved with the project/programme under review.

## **The Northern stakeholders involved in the ongoing IUC cooperation programmes**

What is meant by the Northern stakeholders is : all persons from the Flemish universities or university colleges who are involved in one of the ongoing IUC cooperation programme. This means: the top management of the Flemish coordinating university, the Flemish coordinator, the Flemish project leaders and team members, Ph.D. student promoters, the Institutional coordinator for University Development Cooperation of the Flemish coordinating university (the so-called ICOS), the financial officer(s) of the Flemish coordinating university, VLIR-UOS programme officer, students, Belgian development actors, etc.

## **The Southern stakeholders involved in the ongoing IUC cooperation programmes**

What is meant by the Southern stakeholders is: all persons from the partner university and the local government(s) and community who are involved in the respective IUC partnership. This means :

- the top management of the partner university, the authorities at faculty level, the local coordinator, the programme manager, the local project leaders, their deputies (if applicable) and team members, the staff of the local coordinating unit of the IUC programme (secretaries, accountants, ...), the students funded by the programme, the student supervisors and/or promoters, technicians, staff from other donor-sponsored cooperation programmes being implemented at the partner university, etc.;
- representatives from central, regional and local government agencies and from civil society (e.g. local chambers of industry, employers' association, ...), officials of the Ministry of Education and of Foreign Affairs, and of the Belgian Embassy, ...

### **The VLIR-UOS-secretariat**

The VLIR-UOS-secretariat will function as organiser of the evaluation, as well as resource centre for the evaluation team. The evaluation team will be closely assisted by the programme officer of the respective IUC programme within VLIR-UOS (cfr. M&E Policy and VLIR-UOS Evaluation guidelines).

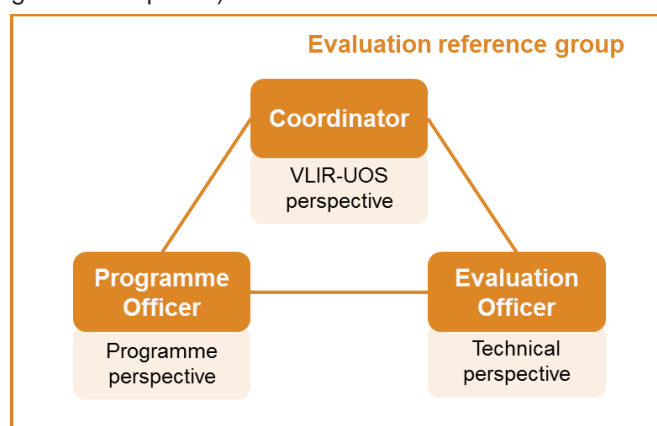
### **DGD**

The Directorate General for Development Cooperation, will be invited to be interviewed by the evaluation team and, if so desired, to participate in a debriefing meeting with the evaluation team.

# Organisation of the evaluation

## Management of the evaluation

1. Every evaluation is managed as a project, including a governance structure that is set-up for a given evaluation. This structure – the **evaluation reference group** – has three roles<sup>38</sup>, representing three different perspectives. These roles are assumed by the coordinator, a programme officer and the evaluation officer. Their task is to facilitate the evaluation process. The reference group can be expanded at any time in order to ensure one or more of the three perspectives. The evaluation team will be closely assisted by the programme officer of the respective IUC programme within VLIR-UOS (cfr. M&E Policy and VLIR-UOS Evaluation guidelines). The reference group reports to the executive board of VLIR-UOS called Bureau UOS (BUOS) which makes the final decisions (approval report, management response).



2. The evaluation team will be composed by 2 evaluation experts. The evaluation team will receive from VLIR-UOS, apart from basic information on the IUC Programme, a set of documents relating to the respective IUC partnership for the desk study.
3. The Northern and Southern stakeholders of the IUC cooperation programme have received the formats for the self-assessment reports on 7 September 2017. The reports will have to be submitted to VLIR-UOS-secretariat at the latest before 1 December 2017.
4. The partner universities will be invited to draft the programme of the evaluation missions, in consultation with – and taking into account the possible requests formulated by - the evaluation team.
5. The evaluation team (or one of the experts) will conduct interviews in Flanders. The methodology of the evaluation will be refined in consultation with the VLIR-UOS-secretariat
6. The evaluation team will submit an inception report **two week** before the field mission.
7. The field mission will be organized in consultation with the main stakeholders between 1 and 22 January 2018.
8. At the very end of the mission, the evaluation team will discuss its preliminary conclusions and recommendations at length with the Southern and any present Northern stakeholders.

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<sup>38</sup> Draw s on "Managing successful projects with PRINCE2"

10. The evaluation team members will submit a draft report **after their return from the mission**. A debriefing will be organized during which the highlights of the evaluation are presented. The draft report will be submitted, for comments, via VLIR-UOS, to the resp. Flemish and local coordinator. It will be up to the two coordinators to coordinate the reactions to this draft report. The evaluation team will decide, given its autonomy, whether or not to take into account the comments received (if major comments are not integrated, this needs to be explained). The final evaluation report is expected **8 weeks** after the field phase.

## Planning of the evaluation

Action	Actor	Timing
Mailing of the formats for the self-assessment reports to the stakeholders	VLIR-UOS secretariat	At least 16 weeks before field mission
Process for hiring evaluation team (framework contract or tendering)	VLIR-UOS	At least 11 weeks before field mission
Attributing evaluation assignment to evaluation team	VLIR-UOS	At least 8 weeks before field mission
Contracting	VLIR-UOS and international consultant	At least 6 weeks before field mission
Receiving the self-assessment reports to VLIR-UOS-secretariat	VLIR-UOS (sends to evaluation team)	At least 2 weeks before the mission
Final timing of evaluation missions to be planned with appointed experts	VLIR-UOS secretariat	Between contract and field mission
Inception phase (desk study, interviews Belgium, preparing field mission, etc.)	<ul style="list-style-type: none"> <li>• Evaluation team</li> <li>• the Northern stakeholders</li> <li>• VLIR-UOS</li> <li>• DGD</li> </ul>	Between contract and field mission
Inception report	<ul style="list-style-type: none"> <li>• The evaluation team</li> <li>• VLIR-UOS validates</li> </ul>	Two week before the field mission
Evaluation missions	<ul style="list-style-type: none"> <li>• evaluation team</li> <li>• the Southern stakeholders</li> </ul>	<b>Available period: 8 – 21 January 2018.</b> <b>Preference partners for week 15-21 January</b>
Submission of the draft evaluation reports to the Flemish and local coordinators	Evaluation team, via VLIR-UOS secretariat	ASAP (e.g. 3 weeks after mission)
Debriefing + comments on the draft evaluation report	<ul style="list-style-type: none"> <li>• the Northern stakeholders, coordinated by the Flemish coordinator</li> <li>• the Southern stakeholders, coordinated by the local coordinator</li> <li>• VLIR-UOS</li> </ul>	ASAP (e.g. 6 weeks after mission)
Final evaluation report	<ul style="list-style-type: none"> <li>• The evaluation team</li> <li>• VLIR-UOS validates</li> </ul>	Within 8 weeks after the end of the mission

## **Deliverables, quality assurance & use of the evaluation**

### **Deliverables**

1. The evaluation team will deliver an inception report before the start of the field mission (at the end of the inception phase). The evaluation team provides VLIR-UOS with a concise, simple inception report including:
  - the approach towards the evaluation
  - methods for data collection + detailed mission planning
  - Activities already undertaken
  - evaluation grid or questionnaires developed
  - any change requests to the ToR

The inception report is expected before the evaluation mission in the partner country and is a prerequisite for the payment of a first instalment. The inception report needs to be concise and to the point (its content being part of the preparation of any evaluation). VLIR-UOS validates the inception report.

2. The evaluation team needs to deliver an evaluation report and a PowerPoint presentation including the most important elements of the evaluation report. The evaluation team needs to use the template provided by VLIR-UOS for the evaluation report (cfr. "Planning of the evaluation").

### **Quality Assurance**

VLIR-UOS will do everything to assure an independent, transparent, and impartial evaluation process. If there would be any element that could jeopardize the quality (or integrity) of the evaluation or the principles of independence, transparency or impartiality, the evaluation team must bring this to the attention of the reference group during the evaluation process in order to be able to pro-actively remedy it and limit its impact on the evaluation's quality. Critical elements that negatively affect the quality of the evaluation need to be mentioned in the report. If an issue cannot be resolved through the reference group, the problem will be escalated to the Bureau UOS level. It is also the responsibility of the evaluation team to assure quality during all steps of the evaluation.

## Use of the evaluation

The use of the evaluation is already described in the chapter on the purposes of the evaluation. For steering purposes, VLIR-UOS will formulate a management response to the evaluation (for recommendations directed at the VLIR-UOS secretariat) and will invite the intervention(s) under evaluation to formulate a management response to the evaluation (for recommendations directed to the intervention(s)). Implementation of the management responses will be followed-up. For accountability and learning purposes, VLIR-UOS will publish the Evaluation Report on its website as soon as possible after receiving the report (after some lay-out work, if needed). As soon as the management responses become available, VLIR-UOS will also digitally add it to the online version of the evaluation report. The report will also be printed for further dissemination. VLIR-UOS will actively disseminate the evaluation reports to its stakeholders: to other VLIR-UOS projects/programmes active in the country/ies, to other development actors active in the same country/ies or field(s) and to DGD. VLIR-UOS will also disseminate information about the evaluation through other channels (e.g. storytelling on website).

## Budget

All costs linked to the evaluation by the evaluators (fee, international and intercity travel, board and lodging) as stated in the contracts will be covered by VLIR-UOS.

The organisation costs linked to the mission of the evaluation teams (e.g. local transport within the city, meeting venues, interview facilities, etc.) are to be covered by the partner universities. They can book these costs on their respective IUC budget.

The possible costs of a VLIR-UOS representative participating in one or more of the missions will be borne by VLIR-UOS.

**VLIR-UOS is expecting a proposal for indicatively 17 days (total preparation, mission, reporting in Belgium and abroad) for the international expert and 11 days (total locally) for the local expert. However, a deviation from this indicative number of man days is possible. The total budget for this evaluation assignment (incl. all costs) is maximum 25 000 €, VAT inclusive.**

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For more information on the IUC programmes: [http://www.virus.be/en/project-funding/programdetail/institutional-university-cooperation\\_3948/](http://www.virus.be/en/project-funding/programdetail/institutional-university-cooperation_3948/)

\* \* \*

For questions about this ToR, contact:

Mr. Koen De Koster, [koen.dekoster@virus.be](mailto:koen.dekoster@virus.be)

## Evaluation framework from the inception report

The evaluation framework is composed of five evaluation questions related to the five OECD evaluation criteria. An evaluation framework clarifies how the evaluators will look at the programme and how they will structure their data collection and analysis.

The evaluation questions are elaborated based on the evaluation questions formulated in the ToR and the assessment criteria used in the self-assessment reports. The evaluation questions consist of different judgment criteria and guiding questions or indicators. These indicators and guiding questions indicate what information will be looked for and as such will guide the data-collection and development of interview guidelines. For each of the judgment criteria an appreciation scale is developed as requested in the ToR. A four-point qualitative scale is used. This scale does not have the intention to cover all indicators/guiding questions (as some of them are more important in the final judgment than others) but is above all helpful in formulating a balanced judgment in a transparent manner.

Table 1 presents an overview of the main evaluation questions and their judgment criteria at project and at programme level. From the logical frameworks, ACE Europe understands that there is almost no difference between the logical frameworks of project 1 and 2 on the one side and the logical framework at programme level on the other side. The logical framework at the programme level is the sum of project 1 and 2. ACE Europe will therefore treat the evaluation at the programme level as a synthesis of the analysis at project level and will add a number of specific questions at programme level where appropriate.

It should be noted that project 1 consists of four distinguished research projects. Where necessary, assessment of performance (more in particular on the achievement of intermediate results) will take into account the differences between the research projects. If necessary, the same will be done for project 2. This project is about skills strengthening (for research and education, both at university level and community level), management, infrastructure (labs and outreach) and a strategy for community outreach and communication.

Evaluation questions	Judgment criteria project level (project 1 and project 2) and points for analysis <sup>39</sup>	Specific judgment criteria for the programme level and points for analysis
3. To what extent is the project/programme relevant?	3.1. The objectives of the projects are consistent with the needs and problems of the university, country/local needs (more in particular the local communities and their involvement in determining the research focus), donors and other development actors	
	1.2. Point for analysis: there have been efforts to ensure complementarity and synergy with other projects/other (Belgian) development actors	3.2. Point for analysis: there have been efforts to ensure complementarity and synergy with other projects/other (Belgian) development actors at programme level

<sup>39</sup> Specific points of analysis are related to issues that are important to analyse, but will not be scored as such. These points are often related to new policies (of VLIR-UOS or the Belgian Development co-operation) and were not integrated in the programme.



	1.3.The intervention logic the projects is coherent	1.3. The intervention logic of the programme is coherent
		1.4.The combination of the different IUC projects has an added value for institutional strengthening of the MMU
		1.5. Point of analysis: relevance and added value of an IUC for a university such as MMU
4. To what extent the project's specific objectives have been achieved (effectiveness)? •	4.1. The specific academic objective has been realised	2.1.The specific academic objective has been realised
	2.2. The specific development objective has been realised	
	2.3.Research and education provided is of good quality (academic standards)	
		3.4. The MMU is positioning itself in the domain of community based research
4. What is the level of efficiency in the projects/programme?	3.1.Intermediate results have been delivered.	
	3.2. Relationship between means and results achieved and objectives (qualitative assessment)	
	3.3. Project management is conducive for efficient and effective project implementation	3.3.Programme management is conducive for efficient and effective project implementation
6. To what extent the project results will continue after the IUC programme is completed?	4.3. Level of academic and institutional sustainability	4.1. level of academic and institutional sustainability
	4.4. Level of financial sustainability	4.2. Level of financial sustainability
7. What are the indications of impact (long-term effects) of the programme? <sup>40</sup>	5.1.	5.1. Indications of impact at academic and institutional level in the schools concerned
	5.2.	5.3. Indications of impact at academic and institutional level in other schools and MMU as a whole
	5.3.	5.4. Indications of impact on local, regional or national development processes
		5.5.

Table 1: Overview of the five evaluation questions linked to the five OESO/DAC evaluation criteria

<sup>40</sup> In contradiction to the ToR, ACE Europe proposes to analyse the question of impact only at the programme level.

In the following, the evaluation questions are elaborated in detail. First, the evaluation questions at project level will be presented, followed by the evaluation questions at programme level. For each of the evaluation questions an overview of sources for verification is provided. This list will be complemented by additional sources during the field mission, where appropriate.

## 2.1. Four evaluation questions at project level

The question related to impact will be analysed at a programme level and will take into account the effect of the projects on the wider institutional environment of the MMU.

### EQ 1 – To what extent is the project relevant?

#### Rationale:

In this IUC, the relevance for the local community is of great importance, because the university wishes to profile itself as community university. Therefore, the evaluators will look at the way the community has been involved in the design of research lines and identification and elaboration of the PhD research topics.

MMU has developed a strategy for the university in 2012, from the documents it is clear that the focus of the IUC is related to MMU priorities. It will be important to check to what extent this holds true at project level and project execution.

It should be noted that the VLIR-UOS strategy for Uganda was developed simultaneously with the IUC programme.

Under this evaluation criteria it is also important to assess the level of coherence in the intervention logic, which can have an influence on effective and efficient project implementation. This was not explicitly asked in the ToR but added by ACE Europe. The evaluability assessment in the ToR indicated that distinction between the different levels in the intervention logic is not always fully clear. ACE Europe will take this into account and will verify effects (if any).

Judgment criteria	Guiding questions/indicators
<b>1.7. The objectives of the project are consistent with the needs of the MMU, the country/local needs, the VLIR-UOS strategy for Uganda and donor's policies</b>	<ul style="list-style-type: none"><li>• The project is addressing clear demand and specific needs/problems expressed by the MMU (strategy 2012)</li><li>• The research topics and educational programmes developed are relevant within the context of Rwenzori region</li><li>• The project develops activities/services that are relevant for the development of local communities and specific target groups (M/W) and that are based on a joint needs analysis<sup>41</sup></li><li>• The project is coherent to the government, regional and local policies related to research and higher education</li><li>• The project is aligned to the objectives identified in the VLIR-UOS country strategy for Uganda</li><li>• The project topics and approaches are relevant for other (potential) donors</li></ul>

<sup>41</sup> Bullets 2 and three are the most important aspects and should receive sufficient weight in the final scoring.

	<ul style="list-style-type: none"> <li>There is a link with the transversal themes of Belgian development collaboration (gender, environment and D4D)<sup>42</sup></li> </ul>
<i>Judgement scales</i>	
Excellent	The project is an appropriate answer to key needs and issues identified by the university. The project delivers adequate responses to local development needs. There is a clear link with the VLIR-UOS strategy.
Sufficient/Good	The project is an appropriate answer to some of the key needs and issues identified by the university and delivers to a certain extent responses to the local development needs. There is a link with several issues in the VLIR-UOS strategy.
Insufficient/low	The project responds to some of the key needs and issues identified by the university but the content/strategy is not fully what was expected by the university. The projects is weakly relevant for the local development needs and the VLIR-UOS Strategy
(very) Poor	The project does not provide an appropriate answer to the key needs and issues identified by the university and does not deliver adequate responses to local development needs. There is no link with the VLIR-UOS strategy.
<b>1.8. There have been efforts to ensure complementarity and synergy with other projects/other (Belgian) actors</b>	<ul style="list-style-type: none"> <li>The project has looked for synergy with other VLIR-UOS interventions in the country or at regional level</li> <li>The project has looked for synergy with projects supported by other donors, more in particular Belgian development actors</li> <li>The project has looked for synergy with endogenous capacity development interventions (initiated, executed and managed by MMU)</li> </ul>
This judgement criterion will not be scored as such (no visualisation of scoring) but will be addressed in the overall analysis.	
<b>1.9. The intervention logic of the project is coherent</b>	<ul style="list-style-type: none"> <li>Coherence between expected results and specific objective</li> <li>Choice of activities is relevant for obtaining the results and objectives</li> <li>Sufficient insight in the assumptions behind the intervention logic</li> <li>Intervention can be flexibly adapted to changes in the context when needed in order to remain relevant</li> <li>Design constraints and limitations to achieve anticipated results (what would the stakeholders do different if they had the chance to redesign the project)</li> </ul>
Excellent	The choice of all activities is appropriate to realise the expected results and to contribute to the specific objective. The project builds on realistic assumptions and is sensitive to changes in the context.
Sufficient/Good	The majority of activities is appropriate to realise the expected results and to contribute to the specific objective. The project is based implicitly on a number of assumptions that have been monitored and is sensitive to changes in the context.

<sup>42</sup> As this link was not requested in the programme formulation and as it is a recent point of attention, ACE Europe will address the issue in the analysis where appropriate, but it will not have a weight in the scoring.

Insufficient/low	The majority of activities is appropriate to realise the expected results; but the expected results are not appropriate to contribute to the specific objective. Assumptions behind the intervention logic appeared not always realistic. The project is monitoring changes in the context but does not responded adequately to these changes.
(very) Poor	The choice of activities is not appropriate to realise the expected results and to contribute to the specific objective. The projects has not taken into account assumptions and is not sensitive to changes in the context.
<i>Sources of verification:</i> <ul style="list-style-type: none"> <li>- Self-assessment reports</li> <li>- Programme and project documents, design and annual plans</li> <li>- Policy documents of national government, university, VLIR-UOS</li> <li>- Interviews with programme managers and project leaders</li> <li>- Interviews with university management</li> <li>- Interviews with university partners, including community</li> </ul>	

## EQ 2. To what extent the project's specific objectives have been achieved (effectiveness)?

### Rationale

Following the approach in the self-assessment reports and the ToR a distinction has been made to the specific objective at academic level and the development objective. As this is a mid-term-evaluation of a programme that still has 1 year to finalise the 1<sup>st</sup> phase of an IUC, activities planned for the last year and their contribution to effectiveness will be looked at.

Academic objective: after 6 years of implementation several of the expected results might become visible. Some results are only visible at longer term, such as the finalisation of PhD and use of research, the publication of article in peer reviewed journals, new curricula, enhanced teaching capacity of university staff and alike. The evaluation will assess what has been achieved so far but also whether there are indications of achievements that will become visible after the first phase only.

Development objective: as this is the mid-term evaluation, attention will be paid in project 1 to the contribution of the project to local, regional and national development and changes at the level of local communities/specific groups, however taking into account that change processes probably are still embryonic. ACE Europe will look at changes at the level of organised groups in the community (for ex. Groups of farmers, representatives of government, local business men, ..) The evaluability assessment in the ToR indicated that data are not disaggregated by sex or other relevant characteristics. To the extent possible, ACE Europe will pay attention to gender differences. For project 2, the development objective is related to the establishment and functioning of support systems for education, research and service to society.

The outreach strategy and efforts of the MMU to reach specific groups in the community is to be noted and appreciated. More in particular the initiative of community/university radio is quite specific for this IUC. This will be addressed under criterion 2.2.

The evaluability assessment in the ToR indicated that the indicators do not sufficiently demonstrate the achievements of the project. Therefore, ACE Europe will pay attention to the identification of results that might not be covered by indicators or to indicators that were not specified in the design of the project but are deemed to be relevant by ACE Europe.

The specific evaluation criterion, specified in the ToR, namely "scientific quality" is integrated in this evaluation question on effectiveness.

Judgment criteria	Guiding questions/indicators
<b>2.3. The specific academic objective has been realised</b>	<ul style="list-style-type: none"> <li>• capacity for research, education, community services (as described by the indicators for the specific academic objective at project level: effects of trainings on teaching skills, research methodology, progress of PhD research)</li> <li>• Activities planned for in 2018 strengthen the results/ensure that all results will be obtained</li> <li>• The project has contributed to enhanced knowledge on the project subject(s) within the schools involved</li> <li>• The generated knowledge is used in the educational programmes both with regards to content and teaching methods (updated or new curricula, textbooks, learning packages, e-learning, etc.) of the MMU schools concerned</li> <li>• Evolution of scores on the NCHE checklist according to the audit for the charter)</li> <li>• Non-expected results (results not specified by indicators, or indicators that were not specified)</li> <li>• Factors contributing to the level of achievements (both positive and negative)</li> </ul>
<i>Judgement scales</i>	
Excellent	The specific academic objective has been fully achieved. A clear link between research and education has been established.
Sufficient/Good	The specific academic objective has been partially achieved, with a majority of the indicators being realised. A link between research and education is pro-actively looked for.
Insufficient/low	The specific academic objective has been achieved to a limited extent. There are difficulties in integrating research findings in education.
(very) Poor	The specific academic objective has not been realised. There is no effort yet to integrate research and education.
<b>2.4. The specific development objective has been realised</b>	<ul style="list-style-type: none"> <li>• The indicators as developed for the specific objective at project level have been achieved: support systems in place, transfer of knowledge (through trainings of farmer groups and trainings of teachers)</li> <li>• The MMU is taking measures to ensure transfer of (research and other) results within the MMU and by external stakeholders such as (local) government and local communities/specific target groups M/W (farmers and teachers)</li> <li>• The generated knowledge/products<sup>43</sup>/systems or structures<sup>44</sup> is/are used by targeted groups in the university and the community (accessibility and applicability, integration in daily practice)</li> <li>• MMU supporting platforms for obtaining feedback from community and other partners and using the feedback to improve university and community engagement</li> <li>• Developed knowledge is accessible and being used by other stakeholders (government, NGO's, ...)</li> <li>• Non-expected results</li> </ul>

<sup>43</sup> Like training manuals, manual on community engagement (2015), ...

<sup>44</sup> Such as e-learning system (moodle), data management systems, student data management system, finance management system, library, labs.

	<ul style="list-style-type: none"> <li>Factors contributing to the level of achievements (both positive and negative)</li> </ul>
Excellent	The specific development objective has been fully achieved. All indicators have been realised. The target groups in the university and in the community have access to the developed knowledge and support systems and use them
Sufficient/Good	The specific development objective has been partially achieved, with a majority of the indicators being realised. The target groups in the university and in the community have access to the developed knowledge and systems and are looking for ways to use them
Insufficient/low	The specific development objective has been partially achieved with a minority of the indicators being realised. Developed knowledge/systems is/are accessible/applicable to a limited extent only.
(very) Poor	The specific development objective has not been realised. There is no relevant knowledge developed to be used by society. The systems are not relevant and/or not used.
<b>2.5. Research and education developed and provided through the IUC is of good (academic) quality</b>	
	<ul style="list-style-type: none"> <li>The research conducted in the targeted schools takes into account the quality criteria set by the academic world (appropriate support from promoters, valid research methods, publications in international peer reviewed journals)</li> <li>Ranking at relevant databases like SCOPUS or others that are used in the East African region...).</li> <li>New educational facilities and practices are introduced and improve the quality of teaching in all schools of MMU (more in particular those lecturers that were targeted by the project activities)</li> <li>Evolution of scores in the NCHE checklist (according to the audit for the Charter)</li> <li>Perceived areas of improvement to enhance quality of research and education quality</li> <li>Coherence and contractions in the criteria for quality research and education versus development intentions</li> <li>Research findings have been presented at regional/international conferences</li> </ul>
Excellent	All research followed a clear and internationally accepted research protocol, the scientific articles are highly ranked in relevant databases, All lecturers touched by the project have integrated new practices and facilities in their teaching.
Sufficient/Good	All research followed a clear and internationally accepted research protocol, the scientific articles are mentioned in relevant databases, A majority of lecturers touched by the project have integrated new practices and facilities in their teaching.
Insufficient/low	Majority of research did not follow a clear and internationally accepted research protocol, the scientific articles are not mentioned in relevant databases, A minority of lecturers in schools of the MMU have integrated new practices and facilities in their teaching.
(very) Poor	Few of the research projects did follow a clear and internationally accepted research protocol, the scientific articles are not mentioned in relevant databases, Very few lecturers in schools of the MMU have integrated new practices and facilities in their teaching.



*Sources of verification:*

- Articles, conference abstracts, chapters in books, conference contributions, etc.
- Self-assessments reports and KRA indicators
- Interviews with staff and researchers involved
- Interviews with external stakeholders (other NGO's, local government)
- Interviews with specific groups in the local communities that have been involved (attention to participation of M/W)
- Interviews with members of platforms
- E-questionnaire for academic and teaching staff
- Yearbooks of MMU

EQ 3. What is the level of efficiency in the projects ?

Rationale

Efficiency refers to the manner in which inputs are processed for the delivery of the expected outputs in a timely and cost-efficient manner. Efficiency therefore relates to the processes and to the activities executed for the production of the planned results in the pursuit of higher level objectives.

The ToR refer to efficiency as *"a measure of how economically resources/input (funds, expertise, time, etc.) are converted to results."* The ToR do not request a quantifiable cost-effectiveness assessment but rather a qualitative appreciation of the relation between inputs and outputs. This also includes an analysis of the factors that have strengthened or hampered efficient programme implementation.

As the VLIR-UOS also includes the realisation of the intermediate results under efficiency (and not under effectiveness) in the self-assessment reports ACE Europe has followed the same logic (see first judgment criteria below). It should be noted that intermediate results related to outreach in project 1 are closely related to project 2 in which the strategy for outreach has been developed.

As this is a mid-term-evaluation of a programme that still has 1 year to finalise the 1<sup>st</sup> phase of an IUC, it will be checked whether the project is on track and whether activities planned for the last year and their contribution to efficiency will be looked at.

The level of efficiency is also influenced by the presence and application of the systems and procedures for programme management. This is captured in the third judgment criterion.

Judgment criteria	Guiding questions/indicators
3.1. Intermediate results have been delivered.	<ul style="list-style-type: none"><li>• Level of realisation of intermediate results according to indicators formulated in the logical framework (related to research, infrastructure, e-learning, labs, training manuals, curriculum development<sup>45</sup>, outreach)</li><li>• Appreciation of the process to come to new curricula (training on curriculum development, interaction with external stakeholders)</li><li>• Level of attainment of the KRA</li></ul>

<sup>45</sup> More in particular: development of digital content for the Masters of Education Leadership and Policy Studies, The bachelors Degree in Journalism and Mass Communication (already accredited and running), three bachelors of Science in Computer Network Security, Software Engineering and Multi-media Technology, a postgraduate in higher education pedagogy.

	<ul style="list-style-type: none"> <li>Factors contributing to the level of achievements (both positive and negative), for e.g. How realistic were the planned results given the resources and time available in the framework of the project?</li> </ul>
<i>Judgement scales</i>	
Excellent	The intermediate results have been fully achieved.
Sufficient/Good	The intermediate results have been partially achieved, with a majority of the indicators being realised.
Insufficient/low	The intermediate results have been partially achieved with a minority of the indicators being realised.
(very) Poor	The intermediate results have not been realised.
<b>3.6. Relationship between means and results achieved and objectives (qualitative assessment)</b>	<ul style="list-style-type: none"> <li>Share of missions from the partner in the North, PHD's, trainings, investment costs and operational costs is reasonable in relation to the realisation of the intermediate results</li> <li>Relevance of the expertise that was mobilised from Flemish partners and other universities (in Uganda, for e.g. Makerere)</li> <li>Efficiency of sandwich PhD's (advantages and challenges)</li> <li>Investment in and level of functioning of the dairy and aquaculture platforms (challenges for the effectiveness of the platforms)</li> <li>Rate of over- and/or underspending</li> <li>Choice of activities: cost-effectiveness is being pursued in programme design and management</li> <li>Based on previous experiences, adjustments have been made in the planned activities for 2018 to improve attainment of results</li> <li>what would the stakeholders do different if they had the chance to redesign the project</li> </ul>
Excellent	Resource allocation (Finances and HR) is clear in project design and well monitored. All costs made are justifiable taking into account the output delivered. Clear evidence of cost-considerations.
Sufficient/Good	Resource allocation is clear in project design and well monitored. The majority of costs are justifiable taking into account the output delivered. There are systems/procedures in place to support cost-considerations.
Insufficient/low	Resource allocation is only partially clear in project design, hampering good monitoring of the resources.  Costs made are often not sufficiently justifiable taking into account the output delivered. Systems/procedures in place to enable cost-considerations are most often not respected or there are no systems/procedures in place.
(very) Poor	Resource allocation is not clear in project design, hampering good monitoring of the resources. The majority of the costs cannot be justified taking into account the output delivered. No evidence of cost-considerations.

<b>3.3. Project management is conducive for efficient and effective project implementation</b>	<ul style="list-style-type: none"> <li>• Good working relation between the project leaders and the programme support unit (clear guidelines, transparency, timeliness, etc.)</li> <li>• Appropriate planning, monitoring and reporting system in place</li> <li>• M&amp;E data are used to inform and review strategies</li> <li>• Guidelines for project management as described in the management manual have been respected and have contributed to efficient and effective project implementation</li> <li>• Factors hampering efficient management have been managed well</li> <li>• Good quality of communication within the partnership</li> </ul>
<b>Excellent</b>	Management roles, tools, procedures and systems were clear to and respected by all stakeholders involved, and helpful for monitoring and managing the project. When needed appropriate measures were taken to improve project management.
<b>Sufficient</b>	Management roles, tools, procedures and systems were clear and respected by the majority of the stakeholders, and helpful for monitoring and managing the project. When needed appropriate measures were taken to improve project management.
<b>Insufficient/low</b>	Management roles, tools, procedures and systems were not very clear and/or often not respected by all stakeholders and hampered smooth project management. Measures taken to improve project management were not appropriate.
<b>(very) Poor</b>	Management roles, tools, procedures and systems were not clear at all and/or not respected by any of the stakeholders. No initiative was taken to solve difficulties in project management.
<p><i>Sources of verification:</i></p> <ul style="list-style-type: none"> <li>- Self-assessment reports</li> <li>- Interviews with PSU, programme managers and project leaders in North and South, and ICOS Ghent</li> <li>- Interviews project teams</li> <li>- Annual financial plans and reports</li> <li>- Annual narrative plans and reports</li> <li>- Management manual</li> <li>- Sample of reports: quarterly reports, mission reports, minutes of the steering committee meetings, ...</li> <li>- E-questionnaire for academic and teaching staff</li> </ul>	

<b>EQ 4. To what extent the project results will continue after the IUC programme is completed?</b>	
<p><u>Rationale:</u></p> <p>As this is a mid-term evaluation, attention will be given to the level of sustainability taking into account that a lot of results and approaches need to be consolidated first.</p> <p>A distinction is made between institutional and financial sustainability. Focus here is at sustainability at project level. Evidently factors facilitating or hampering sustainability at programme level will have an influence on the sustainability at project level.</p>	
<b>Judgment criteria</b>	<b>Guiding questions/indicators</b>

<b>4.1. Level of academic and institutional sustainability</b>	<ul style="list-style-type: none"> <li>• Commitment of various stakeholders within the university;</li> <li>• Conditions to support scientific research: research friendly environment (research policy, research culture, time dedicated to teaching versus research, guidelines for establishing research groups), equipped labs, research lines developed, preparation of students to become involved in research or to prepare for PHD programmes (e.g. through master of science programme, pre-doc programmes)</li> <li>• Conditions to support quality of education and programmes (content and approaches)</li> <li>• Rewards and incentives for community oriented research and teaching</li> <li>• University systems in place for efficient and effective implementation of research and teaching projects (accountability systems)</li> <li>• Networking with other national educational and research institutions</li> <li>• Measures taken for retention of PhDs</li> </ul>
<i>Judgement scales</i>	
<b>Excellent</b>	Institutional sustainability is fully guaranteed.
<b>Sufficient/Good</b>	Sustainability is explicitly addressed and explicit measures are being taken to ensure sustainability.
<b>Insufficient/low</b>	Sustainability is not explicitly addressed, but deliberate attention is given to ascertain ownership and to create conditions to create a research friendly environment and conditions
<b>(very) Poor</b>	No deliberate efforts are made to secure sustainability
<b>4.2. Level of financial sustainability</b>	<ul style="list-style-type: none"> <li>• Availability of funds for operations and maintenance of physical infrastructure</li> <li>• Availability of proper funds for maintaining project results</li> <li>• Availability of proper funds to continue all or a number of activities that are important/relevant</li> <li>• Capacity for resource mobilisation to build on the achievements (Strategy and initiatives to attract external funding (from other donors, government, private sector, ...), skills of staff, task division for resource mobilisation, networks, ...)</li> <li>• Results in terms of attracting additional external funding.</li> <li>• Development of appropriate business models (for ex. Dairy centre, radio, ...)</li> </ul>
<b>Excellent</b>	Financial sustainability is fully guaranteed
<b>Sufficient/Good</b>	Sustainability is explicitly addressed and recognisable explicit measures are being taken
<b>Insufficient/low</b>	Sustainability is not explicitly addressed, but deliberate attention is given to attract external funding
<b>(very) Poor</b>	No deliberate efforts are made to secure sustainability

*Sources of verification:*

- Strategy documents related to external relations, collaboration and fundraising
- Self-assessment reports
- Interviews with project teams and with external stakeholders
- Interviews with management of MMU, financial unit and HR unit, directorate of graduate studies and research

### Five evaluation questions at programme level

We repeat that at programme level we will make a synthesis of the analysis at project level and add analysis at some particular points.

#### EQ 1 – To what extent is the programme relevant?

Rationale:

Focus here will be on the assessment of the added value of implementing a IUC programme that includes a combination of projects situated in different thematic domains of expertise. More in particular the findings of the transversal, institutional project (project 2) will be taken into account, as well as the efforts of programme management to link the MMU to various actors and donors in Uganda and to stimulate partners to look for additional funding.

Judgment criteria	Guiding questions/indicators
<b>1.2. There have been efforts to ensure complementarity and synergy with other projects/other (Belgian) actors</b>	<ul style="list-style-type: none"><li>• The programme management has looked for synergy with other VLIR-UOS interventions in the country or at regional level</li><li>• The programme management has looked for synergy with projects supported by other donors, more in particular Belgian actors</li><li>• The programme management has looked for synergy with endogenous capacity development interventions (initiated, executed and managed by MMU outside of the IUC)</li></ul>
Point of analysis, not to be scored as such	
<b>1.3. The intervention logic of the programme is coherent</b>	<ul style="list-style-type: none"><li>• Coherence between expected results and specific objective</li><li>• Choice of activities is relevant for obtaining the results and objectives</li><li>• Sufficient insight in the assumptions behind the intervention logic, for e.g. Mechanisms for project influence on university policies and practices have been identified/defined.</li><li>• Intervention can be flexibly adapted to changes in the context when needed in order to remain relevant.</li></ul>
Excellent	The choice of activities is appropriate to realise the expected results and to contribute to the specific objective. The project builds on realistic assumptions and is sensitive to changes in the context.
Sufficient/Good	The majority of activities is appropriate to realise the expected results and to contribute to the specific objective. The project has some ideas of assumptions behind the intervention logic and is sensitive to changes in the context.

Insufficient/low	The majority of activities is appropriate to realise the expected results; but the expected results are not appropriate to contribute to the specific objective.
(very) Poor	The choice of activities is not appropriate to realise the expected results and to contribute to the specific objective. The projects has not taken into account assumptions and is not sensitive to changes in the context.
<b>1.4.The combination of the two IUC projects has an added value for institutional strengthening of the MMU</b> <ul style="list-style-type: none"> <li>• Execution of different IUC projects was conducive for institutional change processes at university level (as changes were brought to several schools at the same time)</li> <li>• Execution of IUC projects has functioned as a leverage to attract other donors and funds.</li> </ul>	
Excellent	There is clear evidence that changes realised in the different projects and subprojects have supported changes at institutional level, in terms of further policy and strategy development and installing a research culture.
Sufficient/Good	Most but not all projects and subprojects were important for contributing to changes at institutional level
Insufficient/low	One project in particular was important for contributing to changes at institutional level
(very) Poor	The project has little contributed to institutional strengthening of the university
<b>1.5 .The relevance and added value of the IUC for a university such as MMU</b> <ul style="list-style-type: none"> <li>• Relevance of the choice for MMU in the context of Uganda</li> <li>• Relevance of the choice for MMU given the objectives of IUC and VLIR-UOS</li> <li>• The added value of the IUC compared to other interventions</li> <li>• The multiplier effect of the IUC</li> </ul>	
Point of analysis, not to be scored as such	
<i>Sources of verification:</i> <ul style="list-style-type: none"> <li>- Strategy and policy documents of University of MMU and VLIR-UOS</li> <li>- Self-assessment reports</li> <li>- Interviews with project teams</li> <li>- Interviews with external stakeholders</li> </ul>	

EQ 2. To what extent the programme objectives have been achieved (effectiveness)?	
<u>Rationale</u> <p>The focus here will be on the extent the combination of the projects has contributed to the academic and development objectives.</p> <p>It should be noted that the assessment of sustainability at project level will give some information on changes at the institutional level of the MMU: sustainability of the results at project level, requires that MMU ensures conditions in which a culture of quality research and education can develop.</p>	
<b>Judgment criteria</b>	<b>Guiding questions/indicators</b>

<p><b>2.1.The specific academic objective of the programme is realised: there is capacity of MMU to use community based education and research to improve agricultural production</b></p>	<ul style="list-style-type: none"> <li>• Indicators as mentioned in the logical framework are achieved (nr. Of PHD's, level of academic staff qualification and educational facilities)</li> <li>• Consolidation of the approach of community based education (based on research: strategy and planning for the coming years)</li> <li>• The MMU is developing appropriate strategies and approaches at university level to ensure that all schools become aware of and start integrating community based research and outreach activities.</li> <li>• MMU ensures necessary means for community based education</li> <li>• Capacity to monitor changes in agricultural production and development (and to adapt approaches accordingly)</li> <li>• Unintended/unexpected results</li> <li>• Explanatory factors</li> </ul>
<p><i>Judgement scales</i></p>	
<p><b>Excellent</b></p>	<p>Academic qualification and educational facilities match with the ambition of MMU, the strategy for community based education is consolidated and planned for, the MMU can monitor changes in agricultural development and analyse its contribution. Means to ensure the execution of the strategy are available</p>
<p><b>Sufficient/Good</b></p>	<p>Academic qualification and educational facilities have greatly improved but do not yet match the ambition of MMU, the strategy is largely developed but not yet fully consolidated. Necessary means to ensure application have been identified but are not all ensured. The capacity to monitor changes is limited.</p>
<p><b>Insufficient/low</b></p>	<p>Academic qualification and educational facilities have improved to a limited extent and cannot meet current challenges, the strategy is not yet developed but elements are present. Necessary means to ensure application have not yet been considered. The capacity to monitor changes is limited.</p>
<p><b>(very) Poor</b></p>	<p>Academic qualification and educational facilities have greatly improved but do not yet match the ambition of MMU, There is no real strategy at university level and necessary means to ensure application have not been identified. The capacity to monitor changes is very poor.</p>
<p><b>2.4.The MMU is positioning itself in Uganda as expert in the domain of community based research (leadership)</b></p>	<ul style="list-style-type: none"> <li>• The MMU is developing its profile as community based university and is communicating about it (update of strategic plan, website, yearbook, events, exchange with other universities, conferences)</li> <li>• The MMU is recognised by other stakeholders as an important academic actor with a particular profile in the region</li> <li>• University of MMU taking a leading role in national and/or international networks on community based research and community services and outreach</li> <li>• The MMU has inspired other educational institutions to experiment/apply with similar approaches</li> </ul>
<p><i>Judgement scales</i></p>	
<p><b>Excellent</b></p>	<p>MMU clearly communicates its profile, takes a leading role to propagate its specific approaches and has inspired other educational institutions. All schools follow the same approaches and share the same identity.</p>
<p><b>Sufficient/Good</b></p>	<p>MMU clearly communicates its profile and all the schools share the same identity but MMU is less active in propagating its approaches and did not inspire yet other educational institutions.</p>



Insufficient/low	MMU is not yet very clear itself about its profile, there is not much going on to give evidence of the particular nature of MMU. MMU is not propagating its approaches and did not inspire yet other educational institutions
(very) Poor	There is no shared understanding within the university about the particular profile of the university and there is little evidence in the communication and website that the university is pursuing the goals of a community based university that delivers community services.
<p><i>Sources of verification:</i></p> <ul style="list-style-type: none"> <li>- Strategy and policy documents of University</li> <li>- Self-assessments reports and KRA indicators</li> <li>- Interviews with staff and researchers involved</li> <li>- Interviews with external stakeholders</li> <li>- Interview with management</li> <li>- NCHE report (other documents, newspaper articles, ...)</li> </ul>	

### EQ 3. What is the level of efficiency in the projects ?

#### Rationale

Efficiency will be above all assessed at project level. At programme level it is relevant to focus on the programme management and the extent this programme management was conducive for efficient and effective project implementation.

The efforts of all partners involved and the input of various partners at Flemish side is to be noted and has contributed to the execution of the programme. The programme functioned as a leverage to attract additional funds to execute some of the planned activities (which were underbudgeted or not budgeted). This element will be looked at in the evaluation.

Judgment criteria	Guiding questions/indicators
<b>3.3. Programme management is conducive for efficient and effective implementation of the programme</b>	<ul style="list-style-type: none"> <li>• Programme management has stimulated synergy between project activities</li> <li>• Programme management has shown leadership in managing the programme (clear agenda, uptake of decisions, support to project leaders)</li> <li>• Different stakeholders involved in management have taken up their respective roles and mandates were clear and respected (PSU, ICOS, programme management in Flanders and MMU, project leaders)</li> <li>• Good working relation with the programme support unit (clear guidelines, transparency, timeliness, etc.)</li> <li>• Good cooperation between projects, within projects and between the programme and the university</li> <li>• Appropriate result based planning, monitoring and reporting system in place</li> <li>• M&amp;E data are used to inform and review strategies</li> <li>• The set-up and use of the financial management system enables the follow-up of expenditures, including adequate and transparent financial management</li> <li>• Factors hampering efficient management have been managed well</li> <li>• IUC support and funding is flexible and allows programme execution</li> <li>• Good quality of communication within the partnership</li> <li>• Quality of external communication</li> </ul>

Excellent	Management roles, tools, procedures and systems were clear to and respected by all stakeholders involved, and helpful for monitoring and managing the project. When needed appropriate measures were taken to improve project management.
sufficient	Management roles, tools, procedures and systems were clear to and respected by the majority of the stakeholders, and helpful for monitoring and managing the project. When needed appropriate measures were taken to improve project management in most cases.
Insufficient/low	Management roles, tools, procedures and systems were not clear and/or often not respected by stakeholders, which hampered smooth project management.
(very) Poor	Management roles, tools, procedures and systems were not clear and/or not respected by all stakeholders. There were difficulties in project management and no intervention was taken to solve these problems.
<p><i>Sources of verification:</i></p> <ul style="list-style-type: none"> <li>- Self-assessment reports</li> <li>- Interviews with PSU, programme managers and project leaders in North and South, and ICOS Ghent</li> <li>- Interviews project teams</li> <li>- Annual financial plans and reports</li> <li>- Annual narrative plans and reports</li> <li>- Management manual</li> <li>- Sample of reports: quarterly reports, mission reports, minutes of the steering committee meetings,</li> </ul>	

EQ 4. To what extent the project results will continue after the IUC programme is completed (sustainability)?

Rationale:

Also at programme level a distinction is made between institutional and financial sustainability. At programme level focus will be put on the university as a whole and on the extent changes at institutional level will be sustainable. As described for the assessment at project level, there is a strong link between sustainability at institutional level at sustainability at project level.

The efforts done to attract additional funds for this programme and for other activities should be noted. The experiences of resource mobilisation should have influenced the capacity of the MMU to attract funds. This will be looked at.

Judgment criteria	Guiding questions/indicators
4.1. Level of academic and institutional sustainability	<ul style="list-style-type: none"> <li>• See also guiding questions at project level</li> <li>• Strategy to support further capacity development for administrative, academic and teaching staff</li> <li>• Measures to prevent brain drain, installing incentives (for e.g. for retaining trained PhDs &amp; Masters)</li> <li>• Intensification and/or formalisation of interuniversity consultations (north-South, south-south)</li> <li>• Collaboration and exchange outside of VLIR-UOS programme</li> <li>• Rewards and incentives for community oriented research and teaching at university level</li> <li>• University systems in place for efficient and effective implementation of research and teaching projects (accountability systems)</li> </ul>

	<ul style="list-style-type: none"> <li>• Other factors enhancing institutional sustainability</li> <li>• Measures envisaged to consolidate the project results in the next phase (see self-assessments)</li> </ul>
<i>Judgement scales</i>	
Excellent	Institutional sustainability is fully guaranteed
Sufficient/Good	Institutional sustainability is explicitly addressed and explicit measures are being taken
Insufficient/low	Institutional sustainability is not explicitly addressed, but deliberate attention is given to create conditions enabling a research friendly environment
(very) Poor	No deliberate efforts are made to secure sustainability
<b>4.2. Level of financial sustainability</b>	<ul style="list-style-type: none"> <li>• Evidence of explicit plan to address and enhance financial sustainability</li> <li>• Capacity for resource mobilisation to build on the achievements (Strategy and initiatives to attract external funding (from other donors, government, private sector, ...), skills of staff, task division for resource mobilisation, networks, ...)</li> <li>• Development of business approaches towards financing existing and new initiatives</li> <li>• Ability of MMU to attract external funding, like enhanced credibility, presence of track record, ability to produce (joint) research and other proposals for funding, involvement in networks or joint cooperation with a variety of stakeholders</li> </ul>
Excellent	Financial sustainability is fully guaranteed
Sufficient/Good	Financial sustainability is explicitly addressed and explicit measures are being taken
Insufficient/low	Financial sustainability is not explicitly addressed, but deliberate attention is given to attract external funding
(very) Poor	No deliberate efforts are made to secure sustainability
<i>Sources of verification:</i> <ul style="list-style-type: none"> <li>- Strategy documents related to external relations, collaboration and fundraising</li> <li>- Self-assessment reports</li> <li>- Interviews with project leaders and with external stakeholders</li> <li>- Interviews with management, financial department, HR department</li> </ul>	

## EQ 5. What are the indications of impact (long-term effects) of the programme?

### Rationale

It is difficult to make a distinction between impact at project level and at programme level. Therefore the questions of impact will be treated at programme level.

The ToR refer to impact as “*potential positive and negative, primary and secondary long-term effects produced by the project, directly or indirectly, intended or unintended*”.

An impact assessment in a mid-term evaluation is not possible, however, indications for impact could be looked for.

It has been agreed with VLIR-UOS that the evaluators will assess whether there are ‘indications’ of impact at academic level and within the society, under the programme philosophy “Sharing minds, changing lives”. To that end interviews with specific groups in the community and in the university are planned.

It should be noted that the impact of project 1 on local development is closely related to the specific developmental objective formulated at the programme level, which is to ‘increase the standard of living of community actors in the dairy and aquaculture sector. Both will thus be treated under criterion 5.3..

Judgment criteria		Guiding questions/indicators
<b>5.1. Indications of impact at academic and institutional level in the schools concerned in the programme</b>		<ul style="list-style-type: none"> <li>• research projects are embedded in the schools concerned (sharing results of research)</li> <li>• research protocols have been consolidated</li> <li>• principles of community based research are integrated in new/other research projects</li> <li>• spin-off initiatives have been developed</li> <li>• steps to consolidate teaching approaches amongst the lecturers of the schools</li> </ul>
Excellent	The programme effectively inspires the directly concerned schools to fully integrate what exist: action is taken to further on what exists and to imply the whole school, both at the level of research and education.	
Sufficient/Good	The programme effectively inspires the directly concerned schools to take some initiative building further on what exists or to consider concrete action for consolidation, either in the field of research or education, or in both	
Insufficient/low	The programme and the results of the programme did not go unnoticed by the directly concerned schools, but there is not yet an intention to consolidate the results at the level of the whole school.	
(very) Poor	The programme had no effect on the schools that were directly concerned	
<b>5.2. Indications of impact at academic and institutional level in other schools and the MMU as a whole</b>		<ul style="list-style-type: none"> <li>• Community based research/education and outreach of MMU becoming known as a model for other schools in the MMU and other universities in Uganda</li> <li>• Initiatives by other stakeholders (outside of the university) to replicate or upscale new knowledge/activities/services</li> <li>• MMU taking a leading role in national and/or international networks in the specific research domains/improvement of education/community education</li> <li>• Other researchers from MMU or other educational institutions build further on the (research) results</li> </ul>

<i>Judgement scales</i>	
Excellent	The project effectively inspires the other schools in the university and in other educational institutions to take initiative building further on what exists
Sufficient/Good	The project effectively inspires one other school in the university and another educational institution to take initiative building further on what exists
Insufficient/low	The project triggered interest of other departments/faculties/universities but no real action was taken yet.
(very) Poor	The project had no effect
<b>5.3. Indications of impact on local, regional or national development processes</b>	<ul style="list-style-type: none"> <li>• Projects and programme have influenced (or has the potential to do so) public policy development on research and education and/or government has called the university/departments for policy advice</li> <li>• There is potential for up-scaling of new knowledge/applications/services by external stakeholders such as government, NGOs, communities</li> <li>• The programme contributed to improved performance of specific groups in the community, or policies at local level (production levels of farmers in the dairy sector, aquaculture and agriculture (M/W), increased level of collaboration within or thanks to the platforms for dairy or aquaculture, primary schools, ...)</li> </ul>
Excellent	There is evidence of policy development at national, regional or local level based on project results and/or external stakeholders have improved their performance applying new knowledge, application or services provided by the project, in a sustainable manner.
Sufficient/Good	There is evidence of contribution of the project team members to policy development at national, regional or local level and/or external stakeholders have adapted their approaches based on the knowledge resulting from the project.
Insufficient/low	The project team is not called by the government for policy advice and/or external stakeholders have only made use of services, outreach activities, new knowledge to a limited extent and not in a sustainable way.
(very) Poor	The project did not contribute to local, regional or national development objectives yet
<i>Sources of verification:</i> <ul style="list-style-type: none"> <li>- Interviews with partners (educational institutes) in national and international networks</li> <li>- Self-assessment reports</li> <li>- Interviews with other educational institutes in national and international networks</li> <li>- Interviews with external stakeholders</li> <li>- Interviews with project leaders</li> <li>- Interviews with management of MMU</li> <li>- Interviews with government officials involved in educational policies/reforms (telephone)</li> </ul>	

## Mission programme

<i>Day</i>	<i>stakeholders</i>	<i>Topics and method</i>
Sunday January 28th 2018	Arrival of international consultant	
Mon, Jan 29th 2018	Travel to Rwenzori, Mountains of the Moon university	Briefing between consultants
	Courtesy meeting with Vice-chancellor and Deputy Vice Chancellor	Presentation and exchange
	Meeting with local steering committee	Discuss programme of the evaluation and group interview based on self-assessment
	VLIR-IUC PhD students	Interview with 2 PhD (aquaculture and agribusiness)
Tue, Jan 30st 2018		
	Supporting services: Registrar Office	Group interview with head and team, mainly on ARIS system
	Finance department	Group interview with head and team (including procurement officer)
	School for graduate studies and research	Interview with collaborator
	Fish farmers meeting	Observation of the meeting and interview with fish farmers present
In parallel, team split up	<b>Institutional level and systems</b>	
	Library	Group interview with team of library and visit of library
	Teaching staff	Group interview with teachers from several schools (education, business, agriculture) on experiences and effects of programmes
	HRD	Interview with director
	ICT directorate	Group interview with team and visit of facilities
	Members of the local steering committee	Timeline exercise (workshop, 2,5 hours): what have been main events in the history of the university, what is the importance of these events, what/who has played a role in these events and changes?

Wed, Jan 31st 2018	<b>Project 1:</b> Team leader	Individual interview
	School of agriculture and participants in specific research supported by the IUC),	Group interview with dean and members of the school, including researchers and one MSC (that benefited from IUC)
	Labs installed through the IUC programme	Visit and presentation
	PSU Unit: programme manager and accountant	Interview
Thu, Feb 1st 2018	<b>Project 2:</b> Dean of school of informatics and computing	Interview with dean and lecturer (acting resp for quality assurance at the same time)
	Team of school of informatics and computing	Group interview on how systems have been designed, are organized and used (including Moodle platform, distance learning) + appreciation of trainings on network management a.o.
Team split up	PHD on e-learning	Interview
	School of Education: people involved in the design of new curricula (Bachelor of Journalisms and Mass Communication programme)	Group interview with dean and with teachers from the school
	Visit of the Radio	<p>-Group interview with radio team manages radio and creates programmes (including member of the Board and responsible for PDU)</p> <p>- Group interview with students/staff that work as volunteers and have benefited from training</p>
Fri, Feb 2nd 2018	MMU NGO partners	Interview with programme managers of SAT-NET, PROTOS and director of Iles de Paix
	Visit to Kabarole District	<p>-Interview with Chair of the District Council</p> <p>-Visit Kyembogo Dairy Development farm and interview with manager</p> <p>-Visit to two farms of members of Kyofnet</p> <p>-group interview with farmers of KYOFNET (in Port Fortal)</p>
	APEAR and South Initiative on hazard management	Interview with project leader and short demonstration of examples of 'serious gaming'



Sat, Feb 3rd 2018	Teachers and students of MMU (diploma for primary school)	Group interview
	Restitution meeting with (local steering committee)	Presentation of findings and preliminary conclusions and recommendations, discussion with participants (1h30)
Sun, Feb 4th 2018	Travel to Kampala and travel of international consultant to Belgium	

## List of persons and documents consulted.

### Interviews in Belgium

- Briefing at VLIR-UOS with Peter Delannoy, Herman Diels en Koen De Koster Interviews (7th of December 2018)

- Professor Chang Zhu, Team leader project 2 Interviews (13<sup>th</sup> of December 2018)

- Professor Xavier Gellynck, coordinator
- Annick Verheylezoon (ICOS)
- Joshua Wesana, programme manager
- Profesor Bart Van der Bruggen, team leader project 1
- Dirk Van Merode, member of team project 2
- Ivo De Pauw, member of team project 1

### Interviews at MMU

MMU STAFF LIST 2017	
ADMINISTRATIVE STAFF	
NAME	TITLE
Prof.Kasenene John	VC
Dr. Kagambe Edmond	DVC
Mr. Kakungulu Yunusu	Reg. Finance
Ms. Nyakahuma Grace	Reg.Acad.
Sr.Margret Katutu	Ag. Librarian
Sr. Stella Kanyunyuzi	Senior accountant
Mr. Ssaku Steven	Senior Ast. Reg. Acad.
Ms.Kabasomi Veronica	Senior Ass. Reg.Acad.
Mr. Ahebwa Christopher	Cordinator PGS&R
Mr. Sekitoleko Eric	PDU Mgr
Mr. Mutabarura Duncan	Director ICT
Mr.Mugenyi Majid	Systems Administrator
Mr. Abaho Naboth	Network Administrator

Ms Kyomugaso Emily	Procurement officer
Mr. Junior ali	Accounts Assistant
Ms Kubaza Justine	Accounts Assistant
Mr.Mugenyi Andrew	Program Manager - VLIR-IUC
Mr.Akankwatsa Wycliffe	Project accountant - VLIR-IUC
<b>SCHOOL OF BUSINESS AND MANAGEMENT STUDIES</b>	
Mr. Baluku Muzigiti Geoffrey	Asst lecturer
Ms. Kataike Joanita	Asst lecturer(PhD Student)
<b>SCHOOL OF EDUCATION</b>	
Mr. Kaahwa Mark	Asst lecturer(PhD Student)
Ms. Kabasiita Jessica	Dean SOE
Mr. Kintu Mugenyi Justice	Asst lecturer(PhD Student)
Mr. Ndungo Issa	Assistant Lecturer
Ms. Tuhaise Safina	Assistant Lecturer
Ms. Kansiime Cecelia	Consultant
<b>School of Agricultural and Environmental Sciences.</b>	
Mr. Jerry Ceaser Togo	Asst. Lecturer
Mr.Sserwadda Martin	Asst lecturer(PhD Student)
Mr. Kabaseke Clovis	Asst. Lecturer
Mr. Buwa Ronald	Dean SAES
Ms. Kisakye Violet	Asst lecturer(PhD Student)
Mr. Nyamweha Bruce Robin	Asst. Lecturer
Mr. Ekyaligonza Deus	Consultant
Mr. Bahizi Zachary	Consultant
Mr. Bedi Kelly	Consultant
Mr. Okello Joseph	phd student soil
Mr. David Magumba	P1 leader
Akora ebirungi benedict	Teaching assistant
Muhangi Collins	Lab technician
<b>SCHOOL OF HEALTH SCIENCES</b>	
Ms. Andinda Maureen	Asst. Lecturer
<b>School Of Informatics and Computing</b>	
Mr. Baranga Peter	Deans SOIC
Mr. Karemera Charles	Asst lecturer
Mr. Tumwebaze Godfrey	Asst lecturer
Mr. Muhumuza Solomon	Teaching Asst.
Mr. Mwanje Derrick	Teaching Asst.
Mr. Tusiime William	Teaching Asst.
Kobusimanzu Arunga	lab attendant

Jusuf Twinomugis	lab attendant
Andrew Togume	Lecturere

## Other

- George Bwambale, programme officer Protos
- Patrick Muzin from the Kabarole Research and Ressource Centre
- LC5 District Chair
- Dina kembabiazzi, programme officer at SATNET
- Taddeo Tibasiina Katnigwa, programme manager at SATNET
- Denis Hees, Country Director of Iles de Paix

## List of documents consulted

### Documents of the IUC programme

- Self-assessment report Programme IUC MMU phase I North + South
- Self assessment report Project 1 – Community engagement for development
- Self-Assessment report Project 2 – Transversal, institutional strengthening
- Terms of Reference for this assignment VLIR-UOS 2017-074-001
- IUC MMU Phase I, Annual Activity report (AAR) 2016 (year 4)
- IUC MMU Phase I, Activity programme September 2017
- IUC MMU Phase I, Programme document of April 2012.
- VLIR-UOS (2016) Comments on the Annual Activity report (AAR) all years
- VLIR-UOS (Dec 2011) Uganda Strategy Document. Version discussed by the Bureau UOS 20<sup>th</sup> of December 2011.
- IUC MMU, Project 2, overview of trainings provided and number of participants reached.
- S.a. (s.d) Joint Strategic Framework Uganda
- MMU (2016) Aquanote. Aquaculture Training Manual. First Edition
- MMU (2015) Community Engagement. A handbook for conducting community outreach activities.
- MMU (S.d.) Dairy Farmers Training Manual.
- MMU (2016) Skill and Knowledge Enhancement for Primary School Teachers. Training of trainers manual.

### MMU documents

- MOUNTAINS OF THE MOON UNIVERSITY. UNIVERSITY---COMMUNITY PARTNERSHIP POLICY [Approved by Senate in December 2013]
- MMY Strategy matrix (2017)
- MMU. ICT Policy, reviewed August 2015
- MMU (2012) 10 year Strategy 2012-2021
- NCHE (2018) Report on the audit of MMU.

Website of MMU university: <http://mmu.ac.ug/> (consulted several times during inception phase and during the field mission)

## **Survey report**

The survey report is attached as a separate document.

## ABOUT VLIR-UOS

VLIR-UOS supports partnerships between universities and university colleges in Flanders and the South that seek innovative responses to global and local challenges.

We fund cooperation projects between professors, researchers and teachers. In addition, we award scholarships to students and professionals in Flanders and the South. Lastly, we contribute to strengthening higher education in the South and internationalising higher education in Flanders.

The information and views set out in this evaluation report are those of the author(s), independent evaluators, and do not necessarily reflect the opinion of VLIR-UOS or the universities/university colleges involved.

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More information: [www.vliruos.be](http://www.vliruos.be)

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# Management response to mid-term evaluation

## Institutional University Cooperation with Mountains of the Moon University, Uganda - 2018

### Programme level

#### General appreciation

The midterm program evaluation was a very interactive and open exercise and the first step of self-evaluations gave project teams an opportunity to reflect the progress of the programme in its entirety. The was crucial as teams were able to identify weaknesses and strengths in implementing the program. The external evaluation team interactively helped the management of the program point out points that had not been raised in the self-assessment exercise and also confirm some of the issues that had earlier been identified. The conclusions and recommendations of the evaluation have been thoroughly discussed not only at the programme team level but also at the Top University Management level of the University. Efforts have been made as much as possible to include all the recommendations from the evaluation into the partner programme of phase 2.

#### Follow-up on recommendations

##### Recommendation 1:

Use the partnership policy that was formulated in 2013 as a brick to further develop and framework on how MMU would like to interact with various stakeholders. The definition of 'community' currently is too broad to inform strategic decisions. Each envisaged change process will need other stakeholders and partners (different segments from community) and other types of interaction. Some will be more of a project-type (involving external funding), other long-term based or only ensuring information exchange. For e.g. influencing policy will need collaboration with organizations that can translate research results into policy propositions. For e.g. support to value chains, needs collaboration with organizations that are specialized in this and can mobilize parts or the whole chain. Together with these other partners, it can be defined what exactly the added value of the university can be.

<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Organize meetings to interact with various stakeholders and present research results so far attained to ensure that research is used by identified ministries or agencies. The targeted institutions include: public institutions like National Animal Genetic Resource Centre (NAGRIC), Agricultural Support Programme Services (ASPS), Dairy Development Authority (DDA), National Agriculture Advisory Services (NAADS), NARO, National Fisheries Resources Research Institute (NAFIRI) and Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) and District Local Governments (DVOs, Community Development, District Fisheries, etc.) to advocate for legislative and policy change at local and national government levels.	Underway
Strengthen relationships with existing/formed farmer advocacy groups and seek to work with other groups to magnify the farmers' voice and ownership of the program interventions. Existing groups include; locally Rwenzori Dairy Platform, Rwenzori Fisheries Platform, KYOFNET, Subscription to the national organizations like: Uganda Diary Processors Association (UDPA), Uganda National Dairy Farmers Association (UNDFA), look to current research trends and information to make decisions.	Underway
Select specific farmer groups to work with in the region to magnify impact rather than scattering the interventions to a wider community.	not started
<b>Recommendation 2:</b>	Partnerships and structures can only be effective, if clear objectives and goals are formulated. For e.g. community-based education: the objective could be that employees



	hire MMU graduates because it is known that these students have the best skills for interacting with communities, to ensure these skills, MMU ensures that students can do internships, but also adds extra's (because all universities try to offer internships). The extra can be in specific modules, the way internships are facilitated and evaluated, the relations developed and a mutual commitment beyond hosting students interns
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Partnerships management is being integrated in the proposed new structure of MMU as a chartered public institution.	Underway
Discussions and negotiations are in the initial stages with the Ministry of Education and Sports to set up a Community Development Graduates Skills Centre at MMU	Underway
<b>Recommendation 3:</b>	In the next phase, the partners should make an effort to match the available infrastructure, system and tools with the capacity and competence of staff. Expansion of the university with respect to academic programs has to be planned carefully taking into account the quality aspects. Now that some basic skills have been upgraded, it is important to have a more targeted strategy to change behaviour and influence performance. There may be need to for example, support more MSc (even abroad) to strengthen capacity of the Schools and to create a larger pool from which to select candidates for PhD studies. It will be important to connect these efforts more closely to the HR development policy and plan. Having and using an MMU vision on competence development allows MMU to better negotiate with external funders on what is needed, so that various project contribute as much as possible to the overall MMU vision and strategy
<b>Management Response</b> (Agree, partially agree, disagree):	Agree

<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage (not started, underway, completed)</b>
Review and alignment of academic programs and development of new ones taking into account the quality aspects and the strategic niche of the University has been integrated in planning for phase 2.	Underway
Integrate a Change Management PhD in Project 2, pursued with an action research strategy targeting behavioural change and performance improvement in the program areas of intervention.	Underway
With acquisition of charter status, more MSc students in Agriculture, Health Science, Education and ICT will be supported to strengthen capacity of the Schools and to create a larger pool from which to select candidates for PhD studies	Not started
<b>Recommendation 4:</b>	Pay sufficient attention to the quality of processes and systems in a holistic way, for e.g. when rolling out a strategy for e-learning: it is not only the available tools and internet infrastructure that matters but even more importantly the pedagogical reorientation of staff in e-learning. New competences are required and there is need for retraining of the staff to effectively use e-learning. It should also be noted that wide-scale use of e-learning and distance learning will also require good internet access off-campus where the distant learners are.
<b>Management Response (Agree, partially agree, disagree):</b>	<b>Agree</b>
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage (not started, underway, completed)</b>
Systems and Processes Quality Assurance to be ensured through integrating the Quality Assurance Department in P2 for Phase 2.	Underway

Deepening of e-learning past training of staff to use of the system for teaching through content development.	Underway
<b>Recommendation 5:</b>	A realistic and systematic plan of expansion is important for ensuring quality. Curricula for many programs are hurriedly developed and without a proper analysis of the market and involvement of stakeholders. Relevance of curricula necessitates investment in market analysis – there are good lessons to learn from the APPEAR project on curriculum development process, where the Austrian university is very much involved in the whole process. More involvement of the Belgian partners in the process of developing these curricula (beyond providing information about their proper curriculum) might be interesting. The evaluators however understand that the fact that the input of Belgian actors is mostly voluntary, might limit their engagement.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A systematic process of curriculum development and review to be developed and implemented in phase 2	not started
Integration of lessons learnt from other projects results especially community aspects of the curriculum	not started
Involvement of Belgian partners in the process of curriculum development and review	Underway
<b>Recommendation 6:</b>	Realising outreach services for community in the context of a Community University: a clear model is needed illustrating how MMU engages with community and how the three core functions of teaching, research and outreach integrate in that model and how the interventions can be scaled up and out. There is no framework and guidelines for community engagement, and each school and individuals do it their own way. If the option is to influence community via partnerships with community development

	<p>agencies, MMU will to develop a framework for such partnerships. It is important to recognize that MMU as a university may not have the capacity and re-sources to directly provide services to community (in the eight districts of the Rwenzori region) on a sustainable basis. A model of how MMU contributes to service delivery to communities in the region (and the limitations of that model) is therefore essential. One concrete example: if MMU chooses to organise ToT, then MMU should more thoroughly reflect upon the multiplier effect (how will it happen, how can MMU support and monitor) and how it fits into strategies of other stakeholders (for e.g. the district development plan for education). If action research is an option, it is worthwhile to understand the difference between action research and other types of research, to conceptualise, to develop clear guidelines, to define when it should/can be applied, etc. (see also recommendation 15).</p>
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A model of Community Engagement to be developed through a PhD research	Not started,
Meetings with different academic units and support staff to initiate discussions on that 'extra' on community engagement	Not started,
Integrate the Community Engagement in the overall organisational structure of the university other than assuming it is implied	Underway
<b>Recommendation 7:</b>	<p>Review relevant policies to fit the unique context of MMU: and ensure that they can be operationalized. For example, the HR policy that requires all lecturers to publish in peer reviewed journals every year is out of context with the quality of staff currently employed by the university. Further, to motivate staff to perform better, the promotions policy has to be fully implemented.</p>

<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	The bar for publication in peer reviewed journals cannot be lowered if excellence is to be achieved as per the vision of the university.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The University will continue supporting staff in research capacity building to raise their profile. Research CPD trainings have been integrated in Phase 2 with clearly defined outcomes (research output) to enable staff publish.	Underway
<b>Recommendation 8:</b>	Maintain the plan to integrate the PSU in the MMU structures. At the time, it was logical to make PSU a separate unit because of the weak institutional systems, but it is not time to start main-streaming it within the normal university system, it will ensure that knowledge on project management will be maintained at MMU. The plan is to integrate PSU and management of other projects in the Planning and Development Unit should be supported. Through this process, MMU can come up with a Project Management Unit that caters for all projects in the university. This can contribute to more synergy between projects (where possible), consolidation of lessons learned, keeping an oversight of projects and how they connect to other (change) processes in the university
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Plans are under way to ensure that the PSU is fully integrated in MMU structure and processes. A new Directorate of Finance, Planning, Investment and Resource mobilisation has been proposed where the PSU will be integrated.	underway

Program and project management and partnerships fully integrated in the structure	underway
<b>Recommendation 9:</b>	Strengthen the capacity of the planning and development unit: the integration will have to go together with a vision and plan about how the PDU should function in the future and what resources will be needed. One of its important functions will be to develop and execute a concrete resources mobilisation strategy.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Restructure PDU into a Department of Planning, Investment and Resource Mobilisation (PIRM) to manage and coordinate the development, implementation, evaluation, and improvement of University-wide planning, investment and resource mobilization processes.	underway
The Investment and Resource Mobilization section under the department of PIRM will be responsible for identifying appropriate investment opportunities and writing project proposals.	underway
<b>Recommendation 10:</b>	MMU Radio: is an important tool for engagement with community, training and income generation, however the type of licence acquired imposes limitations on income generation. Currently other than the manager of the radio, all the other workers at the radio are volunteers and this is not sustainable. The licence of MMU should be revisited to obtain one that allows generation of funds at least to sustain the running of programs on the radio. The programming of the radio too needs to take into account the varied interests of the community but more especially the educational elements of the public. As a tool for facilitating exchange of information and knowledge between the university and the community, it will have to be well integrated in the outreach model

<b>Management Response</b> (Agree, partially agree, disagree):	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The Community License for the radio to remain but apply to increase the broadcast power from 100W to at least 1000W.	not started
Radio to be integrated in the community engagement structure of the university to ensure staff stability	underway
Radio program content is being reviewed to cater for the varied needs of the community (educational and development needs)	underway
<b>Recommendation 11:</b>	MMU needs to define its model for community-based research and teaching to increase efficiency, effectiveness and sustainability. A specific MMU model can be a unique selling point to attract additional funding and to gain more visibility (exposure). Defining this model will be a process of reflection. Following questions can support reflection: what are the concepts MMU wants to use, what does it mean for the practice in research and teaching (what are distinctive features that distinguish MMU from other universities?), what does it require in terms of competences from the MMU lecturers and researchers, how will MMU manage expectations with community groups, in what way MMU wants alumni profiles to be different from alumni in other universities, what are the limitations (where can a University not go?) and where does MMU have to connect with other stakeholders? MMU could seek external support to facilitate this reflection process and to explore alternative ways of doing research and teaching. It is recommended that this would be part of the next phase of the IUC programme. The self-assessment reports at project level, recommended to have a separate outreach unit for the next phase of the IUC. The evaluators would not immediately support that idea and would urge MMU to first reflect upon the content.



<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
For Community Engagement Model see recommendation 6	

## Project 1: Agricultural action research and community engagement for development

### Follow-up on recommendations

<b>Recommendation 1:</b>	A realistic and systematic plan of expansion is important for ensuring quality. Curricula for many programs are hurriedly developed and without a proper analysis of the market and involvement of stakeholders. Relevance of curricula necessitates investment in market analysis – there are good lessons to learn from the APPEAR project on curriculum development process, where the Austrian university is very much involved in the whole process. More involvement of the Belgian partners in the process of developing these curricula (beyond providing information about their proper curriculum) might be interesting. The evaluators however understand that the fact that the input of Belgian actors is mostly voluntary, might limit their engagement.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The process to develop the curriculum on Aquaculture and water management will incorporate	Not started

aspects of labour market analysis and involve consultations from various stakeholders	
<b>Recommendation 2:</b>	Realising outreach services for community in the context of a Community University: a clear model is needed illustrating how MMU engages with community and how the three core functions of teaching, research and outreach integrate in that model and how the interventions can be scaled up and out. There is no framework and guidelines for community engagement, and each school and individuals do it their own way. If the option is to influence community via partnerships with community development agencies, MMU will to develop a framework for such partnerships. It is important to recognize that MMU as a university may not have the capacity and re-sources to directly provide services to community (in the eight districts of the Rwenzori region) on a sustainable basis. A model of how MMU contributes to service delivery to communities in the region (and the limitations of that model) is therefore essential. One concrete example: if MMU chooses to organise ToT, then MMU should more thoroughly reflect upon the multiplier effect (how will it happen, how can MMU support and monitor) and how it fits into strategies of other stakeholders (for e.g. the district development plan for education). If action research is an option, it is worthwhile to understand the difference between action research and other types of research, to conceptualise, to develop clear guidelines, to define when it should/can be applied, etc. (see also recommendation 15).
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A community development research model is proposed to be developed in phase 2	Underway
<b>Recommendation 3:</b>	Review relevant policies to fit the unique context of MMU: and ensure that they can be operationalized.

	For example, the HR policy that requires all lecturers to publish in peer reviewed journals every year is out of context with the quality of staff currently employed by the university. Further, to motivate staff to perform better, the promotions policy has to be fully implemented.
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	The academic staff members need to compete at the international level because publishing in reputable journals is a basic requirement of academic staff and cannot be compromised. The aim is to improve the quality of staff rather than lower the publication standards.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Training of academic staff in academic writing and publishing	Underway
<b>Recommendation 4:</b>	MMU needs to define its model for community-based research and teaching to increase efficiency, effectiveness and sustainability. A specific MMU model can be a unique selling point to attract additional funding and to gain more visibility (exposure). Defining this model will be a process of reflection. Following questions can support reflection: what are the concepts MMU wants to use, what does it mean for the practice in research and teaching (what are distinctive features that distinguish MMU from other universities?), what does it require in terms of competences from the MMU lecturers and researchers, how will MMU manage expectations with community groups, in what way MMU wants alumni profiles to be different from alumni in other universities, what are the limitations (where can a University not go?) and where does MMU have to connect with other stakeholders? MMU could seek external support to facilitate this reflection process and to explore alternative ways of doing research and teaching. It is recommended that this would be part of the next phase of the IUC programme. The self-assessment reports at project level, recommended to have a separate outreach unit for the next phase of

	the IUC. The evaluators would not immediately support that idea and would urge MMU to first reflect upon the content.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A community development research model is proposed	Not started

## Project 2: Transversal institutional strengthening

### Follow-up on recommendations

<b>Recommendation 1:</b>	Use the partnership policy that was formulated in 2013 as a brick to further develop and framework on how MMU would like to interact with various stakeholders. The definition of 'community' currently is too broad to inform strategic decisions. Each envisaged change process will need other stakeholders and partners (different segments from community) and other types of interaction. Some will be more of a project-type (involving external funding), other long-term based or only ensuring information exchange. For e.g. influencing policy will need collaboration with organisations that can translate research results into policy propositions. For e.g. support to value chains, needs collaboration with organisations that are specialized in this and can mobilise parts or the whole chain. Together with these other partners, it can be defined what exactly the added value of the university can be.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A

Actions Planned /Actions taken + timeframe (action finalised)	Implementation stage (not started, underway, completed)
<p>Organize meetings to interact with various stakeholders and present research results so far attained to ensure that research is used by utilized identified ministries or agencies. The targeted institutions include: public institutions like National Animal Genetic Resource Centre (NAGRIC), Agricultural Support Programme Services (ASPS), Dairy Development Authority (DDA), National Agriculture Advisory Services (NAADS), NARO, National Fisheries Resources Research Institute (NAFIRI) and Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) and District Local Governments (DVOs, Community Development, District Fisheries, etc.) to advocate for legislative and policy change at local and national government levels.</p>	Underway
<p>Strengthen relationships with existing/formed farmer advocacy groups and seek to work other groups to magnify the farmers' voice and ownership of the program interventions. Existing groups include; locally Rwenzori Dairy Platform, Rwenzori Fisheries Platform, KYOFNET, Subscription to the national organizations like: Uganda Diary Processors Association (UDPA), Uganda National Dairy Farmers Association (UNDFA), look to current research trends and information to make decisions.</p>	Underway
<p>Select specific farmer groups to work with in the region to magnify impact rather than scattering the interventions to a wider community.</p>	Not started
<p><b>Recommendation 2:</b></p>	<p>Partnerships and structures can only be effective, if clear objectives and goals are formulated. For e.g. community-based education: the objective could be that employees hire MMU graduates because it is known that these students have the best skills for interacting with communities, to ensure these skills, MMU ensures that students can do internships, but also adds extra's (be-cause all universities try to offer internships). The extra can be in specific modules, the</p>

	way internships are facilitated and evaluated, the relations developed and a mutual commitment beyond hosting students interns
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Partnerships are being integrated in the new structure of MMU	Underway
Community development graduates skills centre proposed to be set up at MMU through the Ministry of Education	not started
<b>Recommendation 3:</b>	In the next phase, the partners should make an effort to match the available infrastructure, system and tools with the capacity and competence of staff. Expansion of the university with respect to academic programs has to be planned carefully taking into account the quality aspects. Now that some basic skills have been upgraded, it is important to have a more targeted strategy to change behaviour and influence performance. There may be need to for example, support more MSc (even abroad) to strengthen capacity of the Schools and to create a larger pool from which to select candidates for PhD studies. It will be important to connect these efforts more closely to the HR development policy and plan. Having and using an MMU vision on competence development allows MMU to better negotiate with external funders on what is needed, so that various project contribute as much as possible to the overall MMU vision and strategy
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)

Review and alignment of academic programs and development of new ones developed taking into account the quality aspects and the strategic niche of the University has been integrated in planning for phase 2.	Underway
Integrate a Change Management PHD in Project 2 phase 2, pursued with an action research strategy targeting behavioural change and performance improvement in the program areas of intervention.	Underway
With acquisition of charter status more MSc students in Agriculture, Health Science, Education and ICT will be supported to strengthen capacity of the Schools and to create a larger pool from which to select candidates for PhD studies	Not started
<b>Recommendation 4:</b>	Pay sufficient attention to the quality of processes and systems in a holistic way, for e.g. when rolling out a strategy for e-learning: it is not only the available tools and internet infrastructure that matters but even more importantly the pedagogical reorientation of staff in e-learning. New competences are required and there is need for retraining of the staff to effectively use e-learning. It should also be noted that wide-scale use of e-learning and distance learning will also require good internet access off-campus where the distant learners are.
<b>Management Response (Agree, partially agree, disagree):</b>	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage (not started, underway, completed)</b>
Systems and Processes Quality Assurance to be ensured through integrating the Auditing and Quality Assurance Directorate in P2 for Phase 2.	Underway
Deepening of e-learning past training of staff to use of the system for teaching through content development.	Underway

<b>Recommendation 5:</b>	A realistic and systematic plan of expansion is important for ensuring quality. Curricula for many programs are hurriedly developed and without a proper analysis of the market and involvement of stakeholders. Relevance of curricula necessitates investment in market analysis – there are good lessons to learn from the APPEAR project on curriculum development process, where the Austrian university is very much involved in the whole process. More involvement of the Belgian partners in the process of developing these curricula (beyond providing information about their proper curriculum) might be interesting. The evaluators however understand that the fact that the input of Belgian actors is mostly voluntary, might limit their engagement.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A systematic process of curriculum development and review to be developed and implemented in phase 2	not started
Integration of lessons learnt from other projects results especially community aspects of the curriculum	not started
Involvement of Belgian partners in the process of curriculum development and review	Underway
<b>Recommendation 6:</b>	Realising outreach services for community in the context of a Community University: a clear model is needed illustrating how MMU engages with community and how the three core functions of teaching, research and outreach integrate in that model and how the interventions can be scaled up and out. There is no framework and guidelines for community engagement, and each school and individuals do it their own way. If the option is to influence community via partnerships with community development agencies, MMU will to develop a framework for such partner-



	ships. It is important to recognize that MMU as a university may not have the capacity and re-sources to directly provide services to community (in the eight districts of the Rwenzori region) on a sustainable basis. A model of how MMU contributes to service delivery to communities in the region (and the limitations of that model) is therefore essential. One concrete example: if MMU chooses to organise ToT, then MMU should more thoroughly reflect upon the multiplier effect (how will it happen, how can MMU support and monitor) and how it fits into strategies of other stakeholders (for e.g. the district development plan for education). If action research is an option, it is worthwhile to understand the difference between action research and other types of research, to conceptualise, to develop clear guidelines, to define when it should/can be applied, etc. (see also recommendation 15).
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
A model of Community Engagement to be developed through a PhD research	Not started,
Meetings with different academic units, support staff and identified stakeholders to initiate discussions on that 'extra' on community engagement that is currently lacking in the university.	Not started,
Integrate the Community Engagement in the overall organisational structure of the university other than assuming it is implied.	Underway
<b>Recommendation 7:</b>	Review relevant policies to fit the unique context of MMU: and ensure that they can be operationalized. For example, the HR policy that requires all lecturers to publish in peer reviewed journals every year is out of context with the quality of staff currently employed by the university. Further, to motivate staff to perform

	better, the promotions policy has to be fully implemented.
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	The bar for publication in peer reviewed journals cannot be lowered if excellence is to be achieved as per the vision of the university
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The University will continue supporting staff in research capacity building to raise their profile and the profile of the entire university. Research CPD trainings have been integrated in Phase 2 with clearly defined outcomes (research output) to enable staff publish.	Underway
<b>Recommendation 8:</b>	Maintain the plan to integrate the PSU in the MMU structures. At the time, it was logical to make PSU a separate unit because of the weak institutional systems, but it is not time to start mainstreaming it within the normal university system, it will ensure that knowledge on project management will be maintained at MMU. The plan is to integrate PSU and management of other projects in the Planning and Development Unit should be supported. Through this process, MMU can come up with a Project Management Unit that caters for all projects in the university. This can contribute to more synergy between projects (where possible), consolidation of lessons learned, keeping an oversight of projects and how they connect to other (change) processes in the university
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The PSU has been integrated in the Directorate of Finance, Planning, Investment and Resource mobilisation.	underway

Program and project management and partnerships fully integrated in the structure in the Directorate under the Resource Mobilisation Officer.	underway
<b>Recommendation 9:</b>	Strengthen the capacity of the planning and development unit: the integration will have to go together with a vision and plan about how the PDU should function in the future and what resources will be needed. One of its important functions will be to develop and execute a concrete re-sources mobilisation strategy.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Restructure PDU into a Department of Planning, Investment and Resource Mobilisation (PIRM) to manage and coordinate the development, implementation, evaluation, and improvement of University-wide planning, investment and resource mobilization processes.	underway
The Investment and Resource Mobilization section under the department of PIRM will be responsible for identifying appropriate investment opportunities and writing project proposals.	underway
<b>Recommendation 10:</b>	MMU Radio: is an important tool for engagement with community, training and income generation, however the type of licence acquired imposes limitations on income generation. Currently other than the manager of the radio, all the other workers at the radio are volunteers and this is not sustainable. The licence of MMU should be revisited to obtain one that allows generation of funds at least to sustain the running of programs on the radio. The programming of the radio too needs to take into account the varied interests of

	the community but more especially the educational elements of the public. As a tool for facilitating exchange of information and knowledge between the university and the community, it will have to be well integrated in the outreach model
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
The Community License for the radio to remain but apply to increase the broadcast power from 100W to at least 1000W.	not started
Radio to be integrated in the community engagement structure of the university to ensure staff stability	underway
<b>Recommendation 11:</b>	MMU needs to define its model for community-based research and teaching to increase efficiency, effectiveness and sustainability. A specific MMU model can be a unique selling point to attract additional funding and to gain more visibility (exposure). Defining this model will be a process of reflection. Following questions can support reflection: what are the concepts MMU wants to use, what does it mean for the practice in research and teaching (what are distinctive features that distinguish MMU from other universities?), what does it require in terms of competences from the MMU lecturers and researchers, how will MMU manage expectations with community groups, in what way MMU wants alumni profiles to be different from alumni in other universities, what are the limitations (where can a University not go?) and where does MMU have to connect with other stakeholders? MMU could seek external support to facilitate this reflection process and to explore alternative ways of doing research and teaching. It is recommended that this would be part of the next phase of the IUC programme. The self-assessment reports at project level, recommended to have a separate outreach unit for the next phase of

	the IUC. The evaluators would not immediately support that idea and would urge MMU to first reflect upon the content.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	N/A
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
For Community Engagement Model see recommendation 6	Underway