



Flemish University Council – University Development Cooperation (VLIR-UOS)
Programme for Institutional University Cooperation (IUC)

Final evaluation of the IUC partner programme with the Saint Louis University and the Benguet State University, Philippines

Phase I and II (1999-2008)

FINAL REPORT – April 2010

Ad Boeren
Dr Roberto Borromeo

Table of contents

TABLE OF CONTENTS.....	1
LIST OF ABBREVIATIONS	3
FOREWORD BY THE TEAM LEADER.....	5
EXECUTIVE SUMMARY.....	6
1. INTRODUCTION	10
1.1. BACKGROUND INFORMATION ON THE EVALUATION EXERCISE	10
1.1.1. <i>The IUC programme</i>	10
1.1.2. <i>The Terms of Reference of the evaluation</i>	12
1.1.3. <i>The evaluation methodology</i>	13
1.1.4. <i>The evaluation activities undertaken</i>	14
1.1.5. <i>Structure of the evaluation report</i>	14
1.2. CONTEXTUAL INFORMATION	14
1.2.1. <i>The Philippines</i>	14
1.2.2. <i>The Cordillera Administrative Region</i>	15
1.2.3. <i>The Philippine Educational System</i>	16
1.2.4. <i>The Universities in the VLIR-PIUC Programme</i>	17
1.3. THE VLIR-IUC PROGRAMME WITH SLU/BSU	20
2. EVALUATION FINDINGS: THE PROJECTS	24
2.1. PROJECT 1. STRENGTHENING THE SLU-BSU NETWORK AND IUC PROGRAMME MANAGEMENT.....	24
2.2. PROJECT 2. INSTITUTIONAL MANAGEMENT AND POLICY DEVELOPMENT -SLU.....	27
2.3. PROJECT 2. INSTITUTIONAL MANAGEMENT AND POLICY DEVELOPMENT - BSU	30
2.4. PROJECT 3. ICT DEVELOPMENT - SLU	33
2.5. PROJECT 3. ICT DEVELOPMENT - BSU	37
2.6. PROJECT 4. LIBRARY DEVELOPMENT - SLU	40
2.7. PROJECT 4. LIBRARY DEVELOPMENT - BSU	44
2.8. PROJECT 5. BUSINESS RESEARCH AND EXTENSION DEVELOPMENT - SLU	47
2.9. PROJECT 5. SOCIO-ECONOMICS RESEARCH AND EXTENSION DEVELOPMENT - BSU	51
2.10. PROJECT 6. HEALTH AND ENVIRONMENT - SLU	56
2.11. PROJECT 6. SEMI-TEMPERATE VEGETABLE RESEARCH AND DEVELOPMENT - BSU.....	60
2.12. COMBINED PERFORMANCE	64
3. EVALUATION FINDINGS: THE PROGRAMME.....	67
3.1. ADDED VALUE OF THE VLIR-PIUC PROGRAMME.....	67
3.1.1. <i>Regional and National Development Goals</i>	67
3.1.2. <i>SLU and BSU Strategic Plans within the Context of National and Regional Development Goals</i>	68
3.1.3. <i>SLU and BSU Contributions to Regional and National Development Goals</i>	70
3.2. THE PIUC – SLU/BSU MANAGEMENT SET-UP	70
3.3. PLANNING AND PROGRAMMEMING.....	71
3.4. FINANCIAL MANAGEMENT	73
3.5. MANAGEMENT CAPACITY IMPROVEMENTS.....	75
3.6. INTER-UNIVERSITY COOPERATION	76
3.7. LESSONS LEARNED FROM IMPLEMENTATION	77
3.8. THE COOPERATION MODEL.....	78

3.9.	CONTINUED COLLABORATION	79
3.10.	VLIR-IUC IN COMPARISON TO OTHER DONOR FUNDED COOPERATION PROGRAMMES	79
3.11.	SUMMARIZING	80
4.	CONCLUSIONS AND RECOMMENDATIONS.....	82
4.1.	CONCLUSIONS	82
4.2.	RECOMMENDATIONS	82
ANNEX 1.	PROGRAMME OF THE VISIT AND PERSONS ATTENDING	84
ANNEX 2.	CONTEXTUAL INFORMATION ABOUT THE PHILIPPINES, THE CORDILLERAS ADMINISTRATIVE REGION, AND THE EDUCATION SYSTEM IN THE PHILIPPINES.....	88
ANNEX 3.	SCHOLARSHIPS AND TRAINING PROVIDED UNDER PIUC.....	94
ANNEX 4.	REFERENCES	100

List of abbreviations

AP	Activity Programme
AVRDC	Asian Vegetable Research and Development Centre
BOR	Board of Regents
BREAD	Business Research, Extension And Development
BSU	Benguet State University
CAR	Cordillera Administrative Region
CARRDP	The Cordillera Regional Development Plan
CEA	College of Engineering and Architecture (SLU)
CHE	Chemical Engineering
CHED	Commission on Higher Education
CICM	Congregation of the Immaculate Heart of Mary
CICS	College of Information and Computing Sciences
CNS	College of Natural Sciences (SLU)
COD	Centre of Development
COE	Centre of Excellence
DipHEM	Diploma for Higher Education Management
ECE	Electronics and Communications Engineering
EE	Electrical Engineering
EISSIF	Institute of Small-Scale Industries Foundation
ESPOL	Escuela Superior Politecnica del Litoral
ERL/EURFL	Environmental Research Lab/ Engineering Urban Planning Research Lab or EUPRL not EURFL
EU	European Union
GDP	Gross Domestic Product
GIS	Geographic Information System
GNP	Gross National Product
GRDP	Gross Regional Domestic Product
HORTI	Horticulture Research and Training Institute
HRD	Human Resource Development
HRDO	Human Resource and Development Office
ICOS	Institutional Coordinators for University Development Cooperation
ICT	Information and Communications Technology
ICTP	International Centre for Theoretical Physics
ICTRL	Information and Communications Technology Research Laboratory
IE	Industrial Engineering
IEC	Information and Education Campaign
IFLIS	Institute for Foreign Languages and International Studies
IHFSA	Institute of Highland Farming Systems and Agro forestry
ILS	Integrated Library System
IMFG	International Monsanto Fund Grant
IPs	Indigenous Peoples
IQUAAO	Institutional Quality Assurance and Accreditation Office
IRO	International Relations Office
ISRD	Institute of Social Research and Development

IUC	Programme for Institutional University Cooperation
JSCM	Joint Steering Committee Meeting
KRA	Key Result Area
KULeuven	Katholieke Universiteit Leuven
LAN	Local Area Network
LET	Licensure Examination for Teachers
ME	Mechanical Engineering
MEP	Masters in Engineering Programme
MOA	Memorandum of Agreement
MOPG	Manual of Operating Procedures and Guidelines
MOU	Memorandum of Understanding
MSc	Master of Science
MSMEs	Micro Small and Medium Enterprises
MSMT	Master of Science in Medical Technology
MTPDP	Medium-Term Philippine Development Plan
NAFES	National Agriculture and Fisheries Education System
NEDA	National Economic Development Authority
NPRCRTC	Northern Philippines Root Crops Research and Training Centre
NSO	National Statistics Office
NSRU	Natural Sciences Research Unit (SLU)
NUCA	National University College of Agriculture
Nuffic	Netherlands organization for international cooperation in higher education
OLEP	Office for Linkages and Exchange Programmes
OPAC	Online Public Access Catalogue
PAASCU	Philippine Accrediting Association of Schools, Colleges and Universities
PCM	Project Cycle Management
PhD	Doctor of Philosophy
PIUC	Philippines Institutional University Cooperation Programme
PO	Personnel Office
R&D	Research and Development
REMO	Research and Extension Manual of Operation
RIP	Research Initiative Project
SLU	Saint Louis University
STVRDC	Semi-Temperate Vegetable and Research Center (BSU)
SUCs	State Universities and Colleges
UA	Universiteit Antwerpen
UG	Universiteit Gent
VLIR-UOS	Flemish University Council - University Development Cooperation
VMGO	Vision, Mission, Goals and Objectives

Foreword by the team leader

The VLIR-UOS programme for Institutional University Cooperation (IUC) is an interuniversity cooperation programme of Flemish universities that started in 1997. Based on a system of programme funding provided by the Belgian government, the IUC programme is directed at a limited number of partner universities in the South. Each partnership, covering a maximum of two five-year periods, consists of a coherent set of interventions geared toward the development of the teaching, research, and service functions of the partner university, as well as its institutional management.

Every three to five years, the cooperation with a partner is evaluated. All ongoing cooperation programmes are evaluated by an external evaluation commission. The commission is usually composed of an international and a local expert. The work of the commission is guided by detailed Terms of Reference provided by VLIR-UOS and builds on an extensive self assessment exercise that precedes the external evaluation. In this self assessment, the project leaders, the joint steering committee as well as the two programme coordinators give their assessment of the results and success of the projects and programmes based on questionnaires and formats provided by VLIR-UOS.

This report contains the findings, conclusions and recommendations of the external final evaluation of the IUC Partner programme (1999-2008) with the Saint Louis University (SLU) in Baguio City and the Benguet State University (BSU) in La Trinidad, Benguet, the Philippines. The external evaluation commission consisted of Mr Ad Boeren, Senior Policy Officer of the Knowledge and Innovations Directorate of the Netherlands organization for international cooperation in higher education (Nuffic) and Dr Roberto Borromeo, Dean of the Education Faculty, De La Salle University, Philippines.

The report represents the views of the external evaluation commission and does not necessarily reflect the opinions of VLIR-UOS.

The evaluation team was properly briefed by the VLIR-UOS about the evaluation and the programme prior to the field mission and had been provided with all self assessment reports and other relevant documentation. The evaluation team held very informative and constructive interviews with the Flemish project leaders in Brussels prior to the field mission.

The evaluation team was impressed by the professional way in which the information in the self-assessment reports and other supporting documents has been presented as well as the excellent way in which the field mission had been prepared and the assistance that was rendered during the evaluation visit to the Philippines.

We would like to express our appreciation to all of the individuals we met during the course of the evaluation. We would like to thank the project team leaders, programme management staff, programme coordinators and other staff involved in the programme for their excellent and open collaboration in this exercise. We also thank the President of BSU, Dr Colting, and President of SLU, Dr. Father Jessie Hechanova, CICM, for their interest in the evaluation and the hospitality extended to us during the evaluation mission.

A special word of appreciation goes to Dr Darlyn Tagarino of BSU and Dr Noel de Noel of SLU and their office staff for the excellent organization of our stay and assistance in our work.

Executive summary

- I. The IUC programme is an inter-university cooperation programme of Flemish universities, focused on the institutional needs and priorities of partner universities in the South. The VLIR-UOS IUC programme at SLU and BSU started its first phase in 1999 and the second phase in 2004. The lead Flemish partners in the projects are: Katholieke Universiteit Leuven (Flemish coordinating university), Universiteit Gent, and Universiteit Antwerpen.
- II. The evaluation mission in the Philippines took place from 24 January - 3 February 2010 and involved interviews with national and provincial government authorities, the Belgian Ambassador to the Philippines, the management of the SLU and BSU, local and Flemish programme coordinators and project leaders, and the VLIR-UOS representative. All project sites were visited as well as research sites in the region.
- III. The VLIR-UOS IUC programme at SLU and BSU (also called the PIUC programme) has been a successful programme in terms of the identification of the programme's activities, the implementation of the projects, the coordination and management of the programme's activities, the financial management of the programme's funds and the overall collaboration between the partners. An important characteristic of the programme is the high level of commitment of all actors involved. In general, the programme had been implemented as planned, though in a flexible way to secure efficiency and the smooth running of the programme.
- IV. The most important achievement is without any doubt the contribution to the improvement of the teaching and research capacity of SLU and BSU in general and to those departments and faculties that are directly involved in the programme in particular, through the improvement of facilities (classrooms, research and teaching labs, the availability of international literature, equipment, computer facilities etc), and the training of staff and students. There was also an important impact on the university as a whole through the ICT and Library projects, and the Institutional Management and Policy Development projects.
- V. The PIUC programme encouraged the SLU to develop and restructure its existing academic policies and merit systems to favor a climate conducive to research. It has published the first edition of university research manual and manual of operating procedures and guidelines for research. SLU has undergone re-engineering and paradigm shift in terms of its general policy statements and also with respect to the direction it wishes to pursue in the next century. In terms of research, new policies, procedures and guidelines were developed, such as: the creation of a university research council, the university also formulated its research agenda and adequate incentives for faculty and staffs were provided.
- VI. BSU has developed institutionally through the improvement of the governance and administrative processes. Better governance was facilitated through the development of policies incorporated in the draft BSU Code, the published Research and Extension Manual of Operations, and the draft Income Generating Projects Manual. Financial protocols and improved routing and communication procedures have improved administrative processes. There are clear directions as set forth in the formulation of the university VMGO and medium and short-term plans. Moreover, creation of important offices such as the International Relations Office mainstreamed internationalization efforts of the university.
- VII. The overall scores for the projects are good. As for the sustainability of the projects, all projects score fairly well due to the well planned institutionalization of the projects in the system and structure of the SLU and BSU and the capacity to maintain equipment and to develop supporting software. The financial sustainability of the project outputs varies. Obviously the high investment projects on ICT and library improvements need considerable funds to maintain and update that

what has been acquired through the PIUC. However, strategies to tap additional income from the use of the facilities have been developed and introduced.

- VIII. Slightly lower scores in some of the projects have to do with unfinished scholarships sponsored by the programme. A considerable number of scholarships (especially the local ones) have not (yet) been successfully completed. A lesson that was learned during Phase I was that the process of identifying and screening scholars including the terms and conditions of the scholarship contract should be made more strict. This resulted in a higher completion rate for the VLIR scholars in Phase II.
- IX. The harvest of publications by the staff of the projects is substantial and more or less in line what was planned in the projects. However, the Flemish promoters are of the opinion that more could have been achieved if the Philippine researchers had focused less on applied research and extension activities. The attention for extension and outreach by both universities is clearly indicated by the number of extension and outreach materials that has been produced by the PIUC projects.
- X. The successful implementation of projects within the PIUC programme enabled SLU and BSU to perform their roles in regional and national development. The VLIR investments for the various projects had a significant impact on these two institutions' capacities to engage in initiatives and projects that made a difference on the lives of people within the university and the larger community
- XI. For both institutions, the overall value of the PIUC programme may be seen in the opportunity that it provided to collaborate and engage in mutually beneficial projects. This opportunity laid the foundation for evolving a model for meaningful collaboration between a private and state institution and foreign partners. The results can provide data for research to develop a case study on collaboration to generate a theory on inter-university collaboration, provide insights on the dynamics of collaboration such as guiding principles, management and operations, financing, and the cultural dimensions of collaboration, among others.
- XII. The adoption of the Project Management Cycle and the Logical Framework in Phase II enabled the two universities to use their respective strategic plans as reference point in the design of projects and activities. The projects developed and the activities that were implemented were fully in line with the vision-mission and strategic goals of SLU and BSU. Furthermore, this allowed for quantification and monitoring of results through objectively verifiable indicators. The opportunity given to the local partners to identify the projects that they considered relevant vis-à-vis their vision-mission and strategic goals reinforced the concept of co-ownership between the North and South partners. However, the limited involvement of local key stakeholders in programme planning resulted in low levels of ownership and commitment in the early stages of programme implementation as some sectors of the university felt that they were not directly benefitting from the IUC partnership.
- XIII. There was a high coherence among the different projects that constitute the IUC partnership. The projects complemented each other. Ownership has developed at both universities. This has been stimulated by giving the local partners a large amount of freedom from the Flemish project leaders. They were given opportunities. The choice "to grasp" these opportunities was left to them.
- XIV. One of the objectives of the programme is to encourage South-South cooperation between universities with the aim to increase regional networking, to make better use of regional capacities, and increase the impact of the programme's activities at the partner university. Some projects in the programme have managed to establish relationships with other universities in Asia and elsewhere, however, these relationships are few and have not been firmly rooted.
- XV. In general, the expertise provided by the North was relevant and contributed to the realization of project targets in terms of desired skills, knowledge and competencies. This provided a good

balance between the academic, research and development interests of the partners in the North and the academic, research and development needs of the partners in the South. In some areas, however, such as institutional management and HRD, the expertise provided by the North was less relevant and less strong compared to other areas such as library and ICT development, socio-economic and agronomic research.

- XVI. The Flemish involvement in the projects (with the exception of Project 5) was usually restricted to the project leader/promoter who was incidentally assisted by other experts. On the Flemish side a broader institutional engagement seems to have been lacking. In terms of responsiveness to the needs of the partners in the Philippines and sustainability of the inter-institutional cooperation a broader involvement of Flemish experts would have been beneficial.
- XVII. The limited presence of the VLIR partners on the ground also had a positive effect. The BSU and SLU partners were stimulated to take the lead in the planning and implementation of project activities. It has certainly contributed to a high level of ownership of the PIUC at the Philippine side. It is probably fair to say that local ownership will flourish not only by taking up responsibilities but also by having the capacities to do so. Both SLU and BSU were already well established institutions when the PIUC started. They had the vision as well as the capacities to take full use of the opportunities which the IUC programme had to offer. They have proven that they were willing and capable of grasping these opportunities.
- XVIII. The regular and joint monitoring of the status of the various projects ensured that activities were implemented as planned. One concern that was raised in this regard was the volume of paperwork that the project monitoring process entailed for the team leaders and members in the North and in the South.
- XIX. The integration of the aspect of sustainability in project identification and development is a positive element of the planning process. This made each university identify specific strategies to be adopted to ensure that projects continue after the termination of the IUC programme.
- XX. While the inclusion of two universities in one IUC partnership made the programme more complex, the integration of IUC programme Management in Project 1, provided numerous opportunities for joint planning, team building, training and research activities contributing to the strengthening of the SLU-BSU Network.
- XXI. The programme had an approved budget of Euro 3,025,443 Euro. 94.3 Per cent of that amount has been spent and 81% of the expenses took place in the Philippines. A contributing factor has been the decision of the partners to have a considerable number of SLU/BSU staff trained in the Philippines rather than in Belgium. Greater value for money was expected from this decision. This has not completely come true as quite a number of scholars in the Philippines did not finish their studies.
- XXII. In terms of expenditures, no significant deviations are noted between actual expenditures and the programme budget. Shifts between budget lines and projects were limited. Consultations, in case of deviation and/or financial request disapproval were in most instances, handled expeditiously.
- XXIII. SLU has assumed responsibilities for the financial management of the programme at the Philippine side. The quality of the financial management of SLU and the ICOS in Belgium was excellent. While adherence to the guidelines was the norm, flexibility was allowed when feasible to ensure timely release of funds in the best interest of the partnership and the programme.
- XXIV. To both SLU and BSU it is recommended to institutionalize the network approach; analyze the experiences gathered under the PIUC programme, transform them into a realistic model of inter-university cooperation; explore opportunities for setting up joint degrees with partners in the Philippines, the Asian region and the world, and; stimulate researchers to push the frontiers of knowledge.

- XXV. It is recommended that Flemish universities see the IUC programme as a means to broaden research opportunities and alliances worldwide; to broaden the project teams to ensure a critical mass of support and the longer-term sustainability of the partnership, and; to include non-academicians in the teams for expertise that is practical and applied.
- XXVI. To VLIR-UOS it is recommended to include a logical framework at the level of the partner organization; to allow for more flexibility in use of financial resources (carry over from year to year), and; to conduct a case study on the PIUC to highlight its distinctive features and lessons learned.

1. Introduction

1.1. Background information on the evaluation exercise

1.1.1. The IUC programme

The VLIR-UOS programme for Institutional University Cooperation (IUC) arose from the Specific Agreement signed by the Belgian State Secretary for Development Cooperation and the VLIR-UOS on 16 May 1997. This agreement foresaw a system of programme funding whereby the Belgian government would provide funding each year for the implementation of an annual programme submitted by the VLIR-UOS. Once the government approves the VLIR-UOS annual programme, it is the responsibility of the VLIR-UOS to implement the programme.

The IUC programme is an inter-university cooperation programme of Flemish universities, focused on the institutional needs and priorities of partner universities in the South. The IUC programme is in principle demand-oriented, and seeks to promote local ownership through the full involvement of the partner both in the design and in the implementation of the programme. The programme relates to only a few carefully selected partner universities in the South, hoping that synergy, added value and greater institutional impact can be achieved through the different IUC projects located in the same partner university.

Support is directed towards the institutional development of the partner university, the improvement of the quality of local undergraduate and postgraduate education, and the encouragement of South-South academic and research linkages. Each partnership consists of different projects aiming at maximum institutional impact, separate from education and research-oriented projects. The partnership may also include some projects aimed at improving the organization, administration and management of the university as a whole. The identification of the fields of cooperation is in principle demand-based, but demands can obviously only be met to the extent that Flemish expertise is available. Each partnership consists of a coherent set of interventions geared towards the development of the teaching and research capacity of the university, as well as its institutional management.

The VLIR-UOS accepted the following as the core requirements for its IUC programme:

- **long-term cooperation:** in order for institutional cooperation to be effective, long-term partnerships need to be developed. Institutional partnerships are to cover a period of at least ten years;
- **orientation towards the institutional needs and priorities of the partner universities in the South:** donor support should start from the needs and priorities of the partner institution. Linkage projects and programmes need to fit well into the local policy environment of the Southern partner institution and therefore should respond to the priorities that have been identified by these institutions themselves. It is believed that only linkages based on projects to which the partner university attaches high priority, will be sustainable in the long run;
- **ownership:** apart from their required participation in the process of project identification, partner institutions from the South also need to be fully involved in the process of implementation at all levels. A lack of strong involvement from beneficiary institutions has a negative impact on the successful implementation as well as on the sustainability of cooperation projects;
- **concentration:** concentrating efforts in a limited number of partner institutions in the developing world leads to apparent advantages in terms of programme management, but concentration is also meant to allow for synergy between different projects with the same

linkage in order to create added value in terms of the expected broader institutional impact of the intervention;

- **donor coordination:** the VLIR-UOS is convinced of the usefulness of donor coordination.

The VLIR-UOS programme for IUC aims at the provision of substantial support for a limited number of carefully selected partner universities in the developing world. This support is geared towards:

- the institutional development of the partner university;
- the improvement of the quality of local education;
- the development of local postgraduate education in the South;
- the encouragement of South-South linkages.

Each partnership is broad in orientation, and includes the following:

- different components (projects) make up the partnership;
- all projects are aimed at achieving maximum institutional impact;
- the activities organized in the context of the partnership can involve all constituent parts of the university;
- apart from direct support for the improvement of education and research the partnership can also contain projects that are aimed at improving the organization, the administration and the management of the university as a whole;
- the identification of the fields of cooperation within the partner programme is in principle based on the partner university's demands; these demands obviously can only be met in so far as the required expertise can be provided by the Flemish universities (demand driven approach);
- each partner programme consists of a coherent set of interventions geared towards the development of the teaching and research capacity of the partner university, as well as its institutional management.

The IUC management system is based on the following division of tasks:

- **VLIR** is responsible for the programmemeing – including the selection of partner universities – monitoring and evaluation of the overall programme. VLIR is accountable to the Belgian government;
- the implementation of a partner programme is delegated to a **Flemish university** that functions as the coordinating university in Flanders. The Flemish university of the VLIR appointed as Flemish coordinator, functions as the coordinating university in Flanders. Administratively, the university of the Flemish coordinator is responsible for the day-to-day management of the programme implementation based on an agreement signed by the Flemish coordinating university and the VLIR;
- the **university of the Flemish coordinator and the partner university** have the responsibility of jointly managing the implementation of the partner programme and the constituent activity programmes based on an agreement signed by the Flemish coordinating university, the partner university and the VLIR;
- the **partner university** also has to nominate a local programme coordinator who functions as the key responsible person from the local side;
- at the level of the partner university, a **full-time professional manager** (an academic) is appointed in order to support the local coordinator, charged with numerous other

responsibilities regarding the various management duties associated with the implementation of a complex programme¹;

- both in the North and the South a **steering committee** is established to coordinate the implementation of a partner programme. On an annual or bi-annual basis, both committees hold a **Joint Steering Committee Meeting (JSCM)**.

Since the IUC Annual programme for 2003, the annual investment for a fully-fledged university in the context of the IUC programme has been € 745,000.

The cooperation is funded for 100% for seven years, i.e. € 745,000 per year for a fully-fledged university. As of year 8, funding declines: in year 8 the budget is reduced to 85%, in year 9 to 75% and in year 10 to 50% of the former annual budget. In year 10 the annual budget amounts to a maximum of € 375,000.

With this reduction in funding it should be clear to the partner universities that they will have to take over within the near future and that they will have to prepare themselves for this takeover. In the context of the IUC programme support can be given to the partner in its search for new funds or partners.

After a period of ten years the partner university can access a number of ex-post funds on a competitive basis and participate in transversal activities organized at the overall IUC programme level.

1.1.2. The Terms of Reference of the evaluation

The objective of the final evaluation is to generate conclusions that will allow:

- identification of strengths and weaknesses;
- identification of potential for 'IUC Research Initiative programme';
- formulation of recommendations in terms of the follow up plan;
- assessment of the sustainability of programme results.

The scope of the evaluation includes the following items at the level of the partner programme and activity programmes:

- a. the present implementation of the programme
 - evaluating the **global state of implementation** of the programme, both at the level of the overall programme and the constituent projects;
 - evaluating whether the activities, per project, have met the **objectives** defined by the actors involved, within the given timeframe and with the given means;
- b. the nature of the programme
 - evaluating the **quality, efficiency, efficacy, impact, development relevance** and **sustainability** of the programme in light of the overall goal of the IUC programme, i.e. the institutional capacity-building of the local university in the context of the needs of the local society;
- c. the position of the IUC programme within the international cooperation activities of the partner university
 - evaluating the **added value of the IUC programme** for the partner university, in comparison

¹ This position was introduced in more recent IUC partner programs. In the SLU/BSU program no full-time professional manager was installed.

- to other ongoing donor cooperation programmes;
- d. the **management** of the programme, both in Flanders and locally, and formulating, if necessary, recommendations for improvement;
 - e. the **cooperation** between all parties involved, and formulating, if necessary, recommendations for improvement.

1.1.3. The evaluation methodology

The evaluation methodology in the VLIR-UOS IUC programme focuses on seven key (programme/project) results areas (KRAs) - research, teaching, extension and outreach, management tools, human resource development, infrastructure, mobilization of additional resources/opportunities – each specified in terms of its corresponding indicators.

The VLIR-UOS IUC evaluation framework uses a five-point evaluation scale to judge the results in the above areas in general terms, and to evaluate the performance of the projects and the programme as a whole in terms of the qualitative criteria. These scores – expressing in quantitative terms an overall and synthetic yet differentiated qualitative judgment – should facilitate the task of evaluation.

The evaluators decided to refine the definition of the scores, relating them directly to the achievement of planned results:

Score	VLIR-UOS definition	Evaluators' definition
1	(very) poor	<i>planned results have not been achieved</i>
2	insufficient/low	<i>planned results are below expectations</i>
3	sufficient	<i>results are almost as planned</i>
4	good/high	<i>results are as planned</i>
5	excellent/very high	<i>results are better than planned</i>

The evaluators also decided to introduce an extra scoring category for those reported results that fall outside the scope of the project's specific objectives. The symbol used for this category is +.

The evaluators used three methods to gather and analyze information:

- Analysis of documentation on the programme, the self-assessment reports prepared by the projects, the joint steering committee and the programme coordinators, and of other relevant documented information.
- Self assessment scores on project achievements regarding Key Results Areas and Evaluation Criteria. Prior to the field mission both Philippine and Flemish project leaders were asked to rate the success of achieving KRAs and evaluation criteria for their project(s) using a scale of 1-5 (see above).
- Interviews with VLIR-UOS, the Flemish project leaders in Belgium, local government officials in the Philippines, the Belgian Ambassador to the Philippines, the project teams at SLU and BSU, and the SLU and BSU presidents.
- Visits to the project sites and to external beneficiaries/participants of programme activities (e.g. experimental fields in the region).

At the end of the field mission the evaluators presented their preliminary findings, conclusions and recommendations on the programme to an audience of SLU and BSU management, project team leaders, the programme coordinators, the financial administrators and VLIR-UOS representatives.

1.1.4. The evaluation activities undertaken

Prior to the field mission, the team received from the VLIR-UOS in Brussels all relevant documentation and instructions on the programme and the evaluation.

On 16 November 2009 the team leader met with the Flemish project leaders in the VLIR-UOS office in Brussels and discussed with them the achievements of the projects and programme, the experiences and lessons learned.

The two evaluators met in Manila on 24 January, which signaled the start of the field mission. The evaluators immediately travelled to Baguio City and commenced their interview schedule on Monday 25 January.

In the course of the week, the evaluators held interviews with all local project leaders, the management of both institutions, a selection of short-term and long-term scholarships and local stakeholders. The latter included the Governor of Benguet province, the Commissioner on Higher Education in the Cordilleras Administrative Region (CAR) and CAR National Economic Development agencies. On Friday 29 January a field trip was conducted to experimental farm plots in the Atok municipality. During that visit meetings were held with the Major of Atok, a Barangay Captain, local farmers and representatives of the Ministry of Agriculture. The full programme and a list of people met is included in the report as Annex 1.

As mentioned in the previous paragraph, at the end of the field mission the evaluators presented their preliminary findings, conclusions and recommendations during an official meeting at BSU.

1.1.5. Structure of the evaluation report

Contextual information about the Philippines, its education system and about Saint Louis University and Benguet State University is provided in paragraphs 1.2 and 1.3.

Chapter 2 contains the findings of the evaluation about the implementation of the projects. The assessment of the implementation of the programme and the effects at the institutional level are discussed in Chapter 3.

The conclusions and recommendations of the evaluators concerning the programme and its projects are presented in Chapter 4.

1.2. Contextual information²

1.2.1. The Philippines

The Philippines is an Asian archipelago with a total land area of approximately 299,404 square kilometres. With 7,107 islands, the largest of which are Luzon, Visayas and Mindanao, it is the world's second largest archipelago with a total population of 88.6 million (2007 Census Data, National Statistics Office). Perhaps due to its predominantly mountainous terrain, the Cordillera Administrative Region with its population of 1.5 million has the smallest number of population among the country's 17 regions. To devolve the delivery of government services, the country is divided into 17 regions. Within these regions, there are 81 provinces each headed by a governor, 136 chartered cities and 1,495 municipalities each headed by a mayor, and 42,008 'barangays' or villages headed by a 'barangay chairman' (www.dilg.gov.ph).

² More detailed contextual information about the Philippines, its education system and the Cordilleras Administrative Region can be found in Annex 3.

1.2.1.2. The Economy

The country's Medium-Term Philippine Development Plan (MTPDP) for 2004-2010 is anchored on a 10-point agenda which involves the following: (a) creation of 6-10 million jobs; (b) balancing the budget; (c) digital and transport networks linking the entire country; (d) education for all; (e) electricity and water to be provided to the entire country; (f) the decongestion of Metro Manila; (g) making the Subic-Clark Corridor as the most competitive international service and logistics center in the Southeast Asian region; (h) automation of the electoral process; (i) working towards lasting peace; and (j) closure to the divisive issues of EDSA. To realize this agenda, crucial reforms to ensure sound fiscal management and monetary policy have been put into place alongside social protection measures which were implemented to supplement existing support to those in need.

The GDP growth rate of the country over the past three years has been comparable with other Asian countries. Despite the Asian financial crisis and the natural disasters that beset the country, it managed to have an average growth rate of 6.0 from 2004-2007, a figure higher than Indonesia, Thailand and Taiwan.

Figures from the National Economic Development Authority (NEDA, January 6, 2010) show that the GNP and GDP grew by 3.3% and 0.7%, during the first three quarters of 2009. The GDP grew by 2.23 times since 2001, while the GNP grew from \$76 billion in 2001 to \$186 billion in 2008. The 2009 GDP growth rates for Agriculture: 1.3, Industry: - 2.9, and Services: 2.9 are lower than the figures for the previous year (Agriculture: 3.4; Industry: 4.8; Services: 4.1). For 2010, the government has projected a conservative 2.6 to 3.6 percent gross domestic product, lower than the forecasts of multilateral agencies and local financial institutions. Volatile oil prices and the El Nino phenomenon are considered as the biggest threats to the economy (Romero, 2010). A positive factor is the remittances from overseas Filipino workers which grew from \$6 billion in 2000 to \$14.3 billion in 2009; and which is projected to continue to grow in the current year.

In terms of income, data from the National Statistics Office showed that the average annual family income in 2006 was approximately P173 thousand. It is worthwhile to note that while the Cordillera Administrative Region only ranked 4th in terms of average income, it ranked 2nd (P42 thousand) to the National Capital Region (P53 thousand) in terms of average savings.

In 2009, prices of commodities were observed to be more stable (average annual rate: 3.2 percent) than in the previous year 2008 (9.8 percent). As a result of the economic downturn, the economy produced 971,000 new jobs in 2009, a figure lower than the 1.2 million increase in the work force. Of the 59.3 million working-age Filipinos in 2009, about 7.1 percent were unemployed, a figure higher than the 6.8 percent unemployment rate in 2008.

1.2.2. The Cordillera Administrative Region

The CAR, the region where St. Louis University and Benguet State University is located was created in 1988 through Executive Order 220. Initially envisioned as an autonomous region based on Section 1 of Article X of the 1987 Philippine Constitution which state that "there shall be created an autonomous region in Mindanao and the Cordilleras", results of plebiscites held in 1990 and 1997 showed that only a minority of the region's population were in favor of autonomy. Thus, the region has remained an 'administrative region' up to the present. The region had a population of 1,520,743 in 2007 (NSO Data).

1.2.2.1. Socio-Economic Situation

The region is dubbed as the 'watershed cradle' of North Luzon due to its nine major rivers that provide continuous irrigation and energy for North Luzon. The almost 85 percent of its land area which is classified as forest land is a source of forest products and habitat of diverse flora and fauna

which are important genetic sources of medicine food and other economic products. The other major key industry of the region is mining and agriculture. The region is also a major tourist destination on account of its scenic mountain vistas, cool climate and indigenous people.

As reported in 'The Cordillera Regional Development Plan, 2008-2010', the Gross Regional Domestic Product of the CAR grew by 3.5% in 2006, 5 times greater than the 2005 performance but still below the target of 5.6 percent. Based on available figures for 2006, the increase in the gross regional domestic product was attributed to Agriculture – 5.2%; Industry – 2.4%; and Services – 5.4% (CARRDP, p. 3).

Despite this growth rate in GRDP, CAR's primary challenge remains to be the translation of economic prosperity to social development as poverty remains a major concern. To realize the regional development goals the following areas have been identified as the key focus areas of development: a) good governance, b) social development, c) indigenous culture and knowledge, d) watershed cradle and balanced ecosystem, e) prime eco-tourist destination, f) greens and ornamental grocer, g) prime educational center, and h) knowledge-based industries and agri-industrial activities.

1.2.2.2. The Region as a Prime Educational Center

As one of the key focus areas of development, the region is envisioned to be the Prime Education Center of North Luzon where quality, relevant and responsive education is offered. As enunciated in the regional development plan, higher education institutions in the region are viewed as key players in the region's vision to "become a truly autonomous region of enlightened and empowered people pursuing development that is sustainable" and in the realization of its desired position as a "physically integrated region; a paragon of successful poverty alleviation; a watershed cradle and balanced ecosystem model; a major energy generator; an eco-cultural destination; a prime educational center; a food basket; and a light- and agri-industry product supplier" (CARRDP, 1999-2004 p. 15). As of school year 2008 - 2009, the region had 50 higher education institutions with a total enrolment of 96,733. The presence of these educational institutions has continuously attracted students from nearby regions such as Regions 1, 2 and 3 and from foreign countries.

1.2.3. The Philippine Educational System

1.2.3.1. Higher Education in the Philippines

Education in the Philippines is offered through formal and non-formal systems. In the formal system, the entry age is 6 years. The educational ladder structure is 6-4-4; 6 years of elementary education, 4 years of secondary education and another 4 years of higher education.

Data from the Commission on Higher Education (www.ched.gov.ph) show that in 2008 there were 2,060 higher education institutions in the Philippines. Compared to the 2000 figures of 1,353, this indicates that 707 higher education institutions were established during the 8-year period. While private schools continue to dominate the system, accounting for 1523 or approximately 73.9 percent of the total number of higher education institutions, this figure is lower than the private sector's share of approximately 88 percent in 2000. This decline is due to the triple increase in the number of public higher education institutions from 164 in 2000 to 537 in 2008. The establishment of more public institutions is consistent with the government's thrust of making higher education accessible to a larger sector of the population. The realization of this thrust is facilitated by the more equitable distribution of public institutions across regions, unlike in the previous years when these institutions were concentrated primarily in the National Capital Region.

Of the 1,523 private institutions, 10 institutions were granted autonomous status for five years, while 12 institutions were granted autonomous status for one year. On the other hand, two institutions were granted deregulated status for 5 years, while 10 institutions were given deregulated status for

one year. Autonomous and deregulated status was granted to private higher education institutions in recognition of their consistent exemplary performance in the provision of academic, research and extension services (CHED Memorandum Order No. 59, s. 2007).

Cognizant of its mandate under Higher Education Act of 1994 (RA 7722, CHED Law) “to identify, support and develop centers of excellence in programme areas needed for the development of world-class scholarship, nation building and national development”, CHED has identified 72 Centers of Excellence and 110 Centers of Development as of December 2009. These centers are expected to accelerate the development of the discipline by undertaking projects necessary and act as worthy role models/leader in their community; develop instructional programme quality through faculty development activities and upgrading of facilities including library holdings; undertake basic and applied research activities on emerging trends and advancements in their fields; and provide assistance to agencies and institutions within its geographical coverage by undertaking extension and linkage projects and ensuring collaborative effort with other COEs or CODs to further be of helped to each other and other HEIs in the community.

1.2.3.2. Enrollment

The Commission on Higher Education reports that these institutions of higher learning serve approximately 2.4 million and produce more than 400,000 graduates a year. The most popular programmes in the undergraduate level are those related to business administration (22%), medical sciences (17%), education (16%), engineering (14%), and mathematics and computer science (9%). At the graduate level, teacher-training programmes account for 43% of enrolment, while business administration has a 23% share of enrolment at the master’s level. For PhD programmes, teacher-training programmes in teacher and school administration training attracts over 50% of the total enrolment, followed by programmes in business administration (20%), and humanities (8%). Enrolment in graduate programmes in the sciences, mathematics and technology is relatively low compared to these areas.

1.2.4. The Universities in the VLIR-PIUC Programme

1.2.4.1. St. Louis University

Saint Louis University is an institution of higher learning established by the Congregation of the Immaculate Heart of Mary (CICM) in Baguio City. Starting out as a school for boys with an enrolment of 10 in 1911, it has grown over the years and had a total enrolment of 24,044 in 2008 – 2009. With institutional goals anchored on the four key values of Christian spirit, competence, creativity and community service, the university aims to realize its core strategy to “transform persons and communities through Louisian education” (SLU Strategic Plan, 2006 – 2011).

The university offers elementary, secondary and tertiary education. It offers forty one (41) post-graduate programmes, and sixty-four (64) undergraduate courses in its nine (9) colleges. Majority of its students come from the Cordillera Administrative Region and Region I (Ilokos). Charging one the lowest tuition fee rates among private institutions in the country, the university caters to the students coming from lower socio-income group. Its enrolment of 24,044 in higher education students in 2008 – 2009 accounts for approximately 35.55% of the total enrolment in the city of Baguio, and 24.85% of the total enrolment in the region.

The university has a reputation for quality and excellence in the programmes that it offers. In recognition of its consistent committed service through quality education, research and extension work, the university was granted autonomous status by the CHED in 2007. Among the 10 institutions spread across the various regions of the country, SLU was the only institution from CAR. Its programme in Teacher Education has been declared as a Center of Excellence, while its Nursing Education, Information Technology Education, Chemical Engineering and Electronics programmes

have been recognized as Centers of Development.

In terms of accreditation, its programmes in Biology, Commerce and Accountancy, and Human Sciences have Level III accreditation from the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); while its programmes in Pharmacy, Medical Technology, Nursing and Engineering (Civil, Mechanical, Chemical, Industrial) have Level II accreditation.

The performance of its graduates in the national licensure examinations also attests to the quality of the courses offered by the institution. SLU is 3rd top performing school in the Philippines in terms of number of programmes with high performance in the board examinations. SLU is recognized as a top performing school based on the performance of its graduates in the various licensure examinations by consistently posting passing rates higher than the national passing rates. SLU has produced 139 topnotchers over the last 5 years in its various programmes.

As a Regional Science Training Center, the University is a prime mover in the improvement of basic education in the country by training science and mathematics teachers at the elementary and high school levels. Its designation by CHED as the delivering institution for the Master's programme in Biology and Engineering, and the Diploma for Higher Education Management (DipHEM) has enabled it to contribute to the continuing development of the faculty members of the region's tertiary educational institutions.

To sustain the quality of its academic programmes, the upgrading of the academic qualifications of the faculty has been intensified in the past decade. This is in view of the fact that in 1999 – 2000, the university's faculty profile where 24.5 percent and 2.85 percent of college faculty members had masters' and doctorate degrees, respectively, fell below the national profile where 34% and 8% of college faculty have master's and doctorate degrees respectively. The implementation of a faculty development programme supported by university and external grants has resulted in a remarkable improvement in the academic qualifications of the college faculty. As of 2009-2010, 42 percent of its college faculty members have master's degrees, while 7 percent have doctorate degrees. Its percentage of faculty members with master's degrees is higher than the national profile of 31 percent; while the percentage with doctorate degrees is slightly lower than the national profile of 9 percent.

This marked improvement in faculty academic qualifications accompanied by developments in library, ICT and laboratory resources has enabled the university to offer relevant graduate programmes in the Sciences (Environmental Science, Environmental and Conservation Biology, Pharmacy, Medical Technology, Public Health) and in Engineering (Environmental and Habitat Planning, Environmental Engineering, Service Management Engineering). This has also resulted in the development of a research culture, an area considered by university leaders as one of the university's weakest areas over the years. In recent years, more research studies have been conducted by faculty members in collaboration with local and international higher education institutions, industries and government agencies. These research outputs of faculty and researchers based in the seven research laboratories are presented or published in regional, national, and international conferences and journals. These researches have also been used in policy formulation among local government units, improving the quality of life in adopted communities, and enhancing the teaching-learning process.

While Community Service has been a distinctive strength of the University since its foundation year, it has continued to develop innovative and holistic programmes to address the social, economic, health, and environmental needs of the community. Innovative programmes that extend services to children with special needs, calamity victims, chronic and terminally ill patients, the socio-economically disadvantaged, and communities who have no access to medical and nursing services are implemented. Worth mentioning are the Palliative Care Center, the first of its genre north of Manila, which renders palliative and hospice care to chronic and terminally-ill patients, primarily from poor families or indigent communities; and the Institute for Inclusive Education, the only of its kind in the country, which promotes the welfare of the youth who are deaf, mute and blind who would otherwise

be excluded from gaining access to education. The impact of the University's extension programmes to improve the socio-economic status of the poor is evidenced by formal recognitions conferred on the University along this area. Recently, one of the University's extension units, the SLU-EISSIF, received the '2009 Presidential Citation for Best Practices' from President Gloria Macapagal-Arroyo for its Benguet Beekeeping Project "which significantly contributed to the development of MSMEs thereby creating economic opportunities that helped achieve a better quality of life for Filipinos."

1.2.4.2. Benguet State University

Benguet State University is a state institution in La Trinidad. Established in 1916 as the La Trinidad Farm School, it became a university in 1986 and is now offering baccalaureate degree, master's programmes, doctorate programmes, and short-term non-degree programmes. The university charter mandates the university to "provide graduate and undergraduate courses in the arts, sciences, humanities, professional fields in agriculture, natural sciences, technology and other technical and professional courses as the Board of Regents may determine and deem proper". It shall also promote research, extension, agribusiness and advanced studies and progressive leadership in its fields of specialization.

The university serves as a force that propels development in the Cordilleras and its nearby lowland provinces through its four-fold functions of instruction, research, extension and production.

The University had an enrolment of 7,027 in school year 2008 – 2009 distributed among the different courses. The university has eight (8) colleges (Agriculture, Forestry, Arts and Sciences, Teacher Education, Engineering and Applied Technology, Veterinary Medicine, Home Economics and Technology, and Nursing. It also has the two institutes: Public Administration and Physical Education and Sports. Aside from the Open University programme designed to provide an alternative scheme of providing access to quality education, the university operates the Early Childhood Development Center and the Related Learning Experience.

Aside from its main campus in La Trinidad, Benguet the university has two other campuses – in Buguias and Bokod. These two campuses became part of the university as a result of the rationalization programme of the Commission on Higher Education.

In recognition of the quality of its programmes, the University received the CHED State University and College Level 4 Award from the Commission on Higher Education in 2007. This is the highest level granted to state colleges and universities, and BSU is one of the nine state universities granted the status out of the 107 institutions that were evaluated. A Center of Development in Agriculture Education, the University has also been declared by CHED as the National Agriculture University in the region, and as a center for IT. As of November 2009, 8 of its undergraduate programmes, and 9 graduate programmes have Level III Accreditation status.

Graduates of the university also performed creditably well in board examinations with a passing rate of 54% in Elementary Education and 34% for Secondary Education. Based on the performance of the University's graduates in the April 2009 Licensure Examination for Teachers (LET) in the Elementary Level, BSU ranked first among the Top Performing Schools under Category B (schools with 100-299 examinees).

Research, particularly applied research is a major strength of the institution. Research and development projects are carried out in the following institutes: a) the Northern Philippines Root Crops Research and Training Center (NPRCRTC) which is tasked to generate and disseminate technologies to improve the production and utilization of root and tuber crops in the Northern part of the Philippines; b) the Horticulture Research and Training Institute (HORTI) whose mandate is to contribute in the improvement and profitability of temperate fruits, vegetables and ornamental crops; c) the Semi-Temperate Vegetable and Research Center (STVRDC) which was established in January 2004, d) the Institute of Social Research and Development (ISRD) envisioned to spearhead the

activities to improve the socio-economic welfare of the people of the Cordillera, and e) Institute of Highland Farming Systems and Agro forestry (IHFS) envisioned to make significant breakthroughs in the development of acceptable, profitable and conservation-oriented farming system suited to the highland areas.

The STVRDC received the CAR Best Higher Education Research Programme Award, while the Institute for Highland Agroforestry garnered First Place for Best Research, and Second Runner Up for Best Research in the Country from the Commission on Higher Education in December 2008. The projects undertaken by faculty members and researches in these institutes have been published in local and international journals and presented in conferences in the Philippines and in other countries.

In the field of extension services, the university has projects aimed at improving the quality of life of the Cordilleran. In collaboration with local government units, the university has designed and implemented projects aimed at the socio-economic and cultural development of the citizens in the various municipalities of Benguet. Major projects include soil testing, identification of alternative crops and other sources of livelihood, and sustainable agriculture, among others. Its extension programme implemented in collaboration with Saint Louis University which included livelihood projects, medical and dental outreach, agricultural research and technology dissemination was recognized by the province of Benguet through the Benguet Everlasting Award in November 2008.

A major strength of the university is its corps of academically qualified faculty. Its current faculty profile where 52.82 percent and 30.23 percent of the total number of faculty members have master's and doctorate degrees respectively is higher than the national profiles of 34% and 8%. This high ratio of qualified faculty which is much higher than the 1999 – 2000 figures of 39.12 percent (with master's degrees) and 27.92 percent (with PhDs) may be attributed to the university's faculty and staff development plan that assists employees in obtaining advance degrees and in keeping up-to-date with latest trends in their respective fields.

The university has extensive linkages with government agencies, business and industry, and local and international universities. These partnerships have provided opportunities for faculty and staff to engage in collaborative research and avail of scholarships for training and further studies.

1.3. The VLIR-IUC programme with SLU/BSU

The VLIR Philippines Institutional University Co-operation (PIUC) programme with Saint Louis University (SLU) and Benguet State University (BSU) officially started on 19 March 1999. Together with the IUC partnership with the *Escuela Superior Politecnica del Litoral* (ESPOL) in Ecuador, the IUC-SLU/BSU programme completed the first batch of VLIR-IUC programmes which commenced one year earlier in 1998.

The VLIR pre-selected this partnership, however with the specific expectation that “the collaboration between the SLU and the BSU can only be justified on the basis of the value that may be added by such a joint partnership.”³ The formulation mission advised positively on the inclusion of the SLU-BSU network in the VLIR Institutional University Co-operation programme. It argued that: “Both universities are already complementary to each other. Bringing them together in a Philippine network would provide for added value, because matching SLU and BSU in a network:

1. would ensure a balanced academic offer in the mountain area of Luzon;
2. would be a unique pilot in the Philippines and may become a new and pioneering model of a long-term and formal interuniversity consortium between a public (state) and a private university within a provincial setting;
3. would mean that both would bring in highly accredited training programmes (at College level) that might benefit from each other;

³ Final Report on the VLIR-IUC Programming Mission to the Philippines (13-25 April 1998); p. 56

4. instead of going abroad for expertise both universities may consult each other first, with the effect of speeding up development;
5. jointly they form more than a 'fully fledged' university in complementing each other in disciplines offered.

Four major objectives were formulated for the Philippines IUC, each corresponding with one component of the programme. The first was the operationalization of an information technology network for the university, the second was library development, the third research and teaching (instruction) capacity building, and the last one faculty members' development. These programme components are cross-cutting, in principle benefiting the whole spectrum of organizational entities within both universities, with in addition strengthening the collaboration between both institutions in the pursuit of their objectives in terms of HRD, education, research and extension.

The programme was evaluated in November 2002⁴. Based on the evaluation results, suggestions were made on the focus of the programme for Phase II. As mentioned earlier, the VLIR intervention was aimed at enabling Saint Louis University and Benguet University to fulfill their development roles in the region and the country. These can be achieved by upgrading their leadership and management capabilities, structures and procedures, equipping the faculty and staff with up to date competencies and skills to deliver quality instruction, undertake research and engage in community service, and providing relevant technology and equipment vital in carrying out these functions. Based on the strategic plans of the two universities and the results of the VLIR initiated Project Cycle Management activity, the following projects were identified for Phase II:

Project 1: Strengthening the SLU-BSU Network and IUC Programme Management

Project 2: Institutional Management and Policy Development

Project 3: ICT Development

Project 4: Library Development

Project 5: Integrated Instruction-Research-Extension

The project on 'Strengthening the SLU-BSU Network' which was not part of Phase I, was adopted because it was deemed important as it provided an opportunity to develop a model on how two distinctly different universities in terms of ownership, core purpose, clientele, strengths and competencies can collaborate meaningfully to realize their roles in regional and national development. The Project on 'Institutional Management and Policy Development' was also adopted to strengthen the leadership and management capabilities of both institutions. To further strengthen the two institution's capabilities to carry out its main functions of teaching, research and community/extension service, 3 projects implemented in Phase I were continued: 'ICT Development', 'Library Development', and 'Education, Research and Outreach'.

Projects 3, 4, and 5 were projects in the first phase that have shown impact on Saint Louis University's plan to build its academic and infrastructure capacities, and it was for this reason that they were chosen to remain and continue in the second phase. For BSU, the university stakeholders were unanimous in stressing the need to use the PIUC as a venue to acquire facilities for the same projects because this would have been difficult without the programme. Project 2 which focuses on 'Institutional Management and Policy Development' was deemed important by SLU to develop to ensure the development of its leadership team and staff vital in effective and efficient management. On the part of BSU, the addition of the component on management development was made to stress the importance of good and effective leadership in the delivery of quality education and research. Project 5 which was created to provide a more balanced programme in 'Instruction, Research, and

⁴ Ruddy Vaes and Roberto T. Borromeo, Midterm evaluation of the Institutional University Co-operation with the Saint Louis University – Benguet State University Network, the Philippines. Final Report from the External Evaluation Commission, November 2002

Extension in the field of Socio-Economics' was eventually divided into two components. For SLU, the two components of this project were: 'Business Research and Extension Development', and 'Health and Environment', while for BSU, the components were: 'Socio-Economics Research and Extension Development', and the establishment of the 'Semi-Temperate Vegetable Research and Development Center'. The second components were labeled Project 6.

The list of projects implemented in Phase II is as follows:

- Project 1: Strengthening the SLU-BSU Network and IUC programme Management
- Project 2: Institutional Management and Policy Development
- Project 3: ICT Development
- Project 4: Library Development
- Project 5: Business Research and Extension Development (SLU)
Socio-Economics Research and Extension Development (BSU)
- Project 6: Health and Environment (SLU)
Semi-Temperate Vegetable Research and Development (BSU)

In terms of budget, the allocation for Project 1 (Strengthening of SLU/BSU Network) amounted to 12 % of the total budget. This project aimed to promote better collaboration between the two universities. For the other projects, SLU allocated the biggest amount (or 51 % of total SLU budget) for Projects 5 and 6 since instruction, research and extension is the life of any university, and development in this area ensures sustainability of the university in the future. Almost equal amounts were allocated for Project 4 - Library Development (21%) and Project 3 - ICT Development (19 %) given their almost equal roles in support of the university primary functions. Institutional management was given the smallest budget (9%) mainly because its main focus is primarily on policy development and management training since expenditures for faculty development has been integrated in Projects 5 and 6.

Just like SLU, BSU allocated the biggest amount for the projects on integrated teaching, research and extension (57 %) because this is the competitive edge of the university. Incorporated in the project was the purchase of equipment coupled with human resource development through long-term scholarships and short-term training. The second biggest allocation of the budget was made for IT (18 %) to enable the university to keep up with the developments of the times and to have vital working inter-connectivity from within the university and with the outside world. The allocation to library development was 15 % of the BSU budget. The smallest allocation (11 %) was made for institutional management and policy development, a project that focused on human resource capability building, streamlining of university policies, and provisions for the administrative cost component for the programme at the university level. The administrative cost component was proposed to ensure that project funds are available for the purpose given the realities in a state university where funds are not always readily available.

In Phase I the distribution of available programme funds between SLU and BSU was established at 70% for SLU and 30% for BSU based on size differences in student enrolments. In Phase II specific needs and concerns of both institutions played a bigger role in determining the division of funds. In the second phase SLU was allocated 60% of the funds and BSU 40%.

The budget allocations for the individual projects in Phase II are summarized in Table 1.

Table 1. Budget share of projects in Phase II

	% of total budget	
Project 1 (joint)	11.84%	
SLU	% of local budget	% of SLU budget
Project 2	4.72%	8.93%
Project 3	11.09%	20.99%
Project 4	10.09%	19.10%
Project 5	8.27%	15.66%
Project 6	18.65%	35.32%
<i>Total SLU</i>	<i>52.82%</i>	<i>100.00%</i>
BSU	% of local budget	% of BSU budget
Project 2	3.79%	10.73%
Project 3	6.35%	17.96%
Project 4	5.21%	14.74%
Project 5	6.04%	17.08%
Project 6	13.96%	39.49%
<i>Total BSU</i>	<i>35.34%</i>	<i>100.00%</i>
Local budget Phase II	EUR 2,433,941.00	
Total budget Phase II	EUR 3,025,443.00	

Sources: SLU Financial Report, VLIR-PIUC and VLIR-PIUC Annual Financial Reports

2. Evaluation findings: the projects

This chapter presents the assessment of the results achieved by the individual projects and the programme as a whole. Each paragraph contains a description of the results as perceived by the collaborating partners with additional comments by the evaluation team where this seemed appropriate. For the individual projects the results are also presented in a structured way in two tables: one highlighting the achievements in terms of the seven Key Result Areas and one assessing the achievements of the projects in terms of six Evaluation Criteria. To arrive at the scores in the tables, the evaluation team analyzed the scores given by the Philippine teams and by the Flemish team leaders in relation to the achieved versus the planned results reported in the logical frameworks ('logframes') of the projects. A summary of the achievements is then presented in a concise list of bullet points.

For one particular result area, that of HRD, an overview of the results in terms of long-term and short term scholarships ('recyclings') has been prepared which can be found in Annex 3.

The results at the level of the programme are discussed from four perspectives: a) the overall results of the projects, b) the effects of the programme on both institutions, c) the cooperation model, and d) the prospects for continued collaboration. The paragraph ends with a list of stronger and weaker points of the programme's implementation and achievements.

2.1. Project 1. Strengthening the SLU-BSU Network and IUC Programme Management

Project objective:

- SLU/BSU has engaged in mutually satisfying VLIR-IUC programme initiated collaboration

Since the SLU-BSU Networking was not a separate project under Phase I, only a few joint activities were achieved thus, strengthening the network between SLU and BSU in terms of instruction, research and extension was felt to be essential. Although networking was not an identified problem during the PCM workshop, SLU and BSU agreed that there really was a need to strengthen the collaboration of both universities in terms of research, training, and extension activities. For the second phase, more emphasis was to be placed on a deliberate arrangement for partnership between BSU and SLU. Project 1 was formulated which consisted of activities related to the strengthening of the SLU/BSU network, and of activities related to the management and coordination of the IUC programme. All activities and costs related to the management of the Philippines Institutional University Cooperation programme (PIUC) were added to Project 1.

According to the project team, the most important achievements of Project 1 are as follows:

1. Good personal and working relationship was established between SLU and BSU at different levels (top and middle management, faculty, staff and students) - there have been numerous opportunities through joint planning and team-building, training, and research activities where the SLU and BSU university presidents and officials, faculty, staff, researchers and students came together, and in the process became closer.
2. Regular communication between project leaders and their staff - communication between the various project leaders moved from being ad hoc in Phase I to being regular in Phase II as every Annual Plan identified activities that would be implemented between the two universities by project. This was also monitored through the regular meetings of the joint team.
3. Openness to explore other collaborations - the many joint activities created a critical mass of SLU and BSU employees who at any time after the PIUC can come together to discuss further collaboration possibilities.

A crucial success factor in the SLU-BSU collaboration has definitely been the financial incentive included in the PIUC programme linked with the motivation of project leaders and ordinary staff and the strong support by the leadership of SLU and BSU. The main risk factor was the fact that institutions of higher learning have a high degree of financial and managerial independence, leaving them (perhaps somewhat too much) in a competing position towards each other.

The main implementation difficulty was in the busy schedule of the project leaders who were coordinating the joint activities as well as their own projects. Being two separate universities with different natures (one as private and another as public) created problems as well in terms of approaches and mechanics in conducting joint activities. However despite these, efforts were done to facilitate implementation of the activities that were identified.

There were targets that were just too difficult to achieve such as the joint journal article indexing, web-page design and inter-library loan with document delivery for the project on library development. In the case of research collaboration, an unexpected result was the implementation of a research equivalent loading at SLU which created the demand for honorarium payment for research and outreach involvement especially for Project 6.

Looking in hindsight, the project team would have been a bit more modest in setting targets and fixing timetables for all the activities within Project 1. Some cross-cutting efforts should have been emphasized at the beginning and some allocation should have been made to accommodate other joint activities not falling within the PIUC projects. Cooperation in the different projects and in other offices or colleges would have looked differently also if it had been steered from the beginning by a kind of 'inter-university' managerial cell, that would stimulate collaboration and coordinate between its different levels of implementation.

According to the project team, value for money was achieved as resources were pooled and evaluated vis-à-vis best use. For instance, because the scope of SLU-BSU library cooperation has remained modest (for instance no need to finance inter-library loan with document delivery), and because joint training sessions – such as about library software - have been limited too, less funds were needed than first prospected, allowing other fields of collaboration – like scientific research projects – to benefit from this.

The reports and interviews confirm that the personal relationship between the staff and management of both universities has improved over the years. Simultaneously, cooperation became more relaxed, while being less focused on ambitious but not very realistic targets. Over the years, the perception has grown that each institution has its own identity, its own privileged fields of teaching and research, and – therefore – its own specific needs.

The staff of SLU and BSU expect that the many opportunities to relate with each other has created a level of academic interest and commitment that can go beyond the PIUC. The different projects identified activities that afforded a wide scope of cooperation and involved many outside experts from within and outside the country. Some joint activities conducted under Project 2 where the local coordinators were able to network abroad has opened up links with many possible foreign partners.

What the project set out to do but has not achieved is developing a model of inter-university cooperation on the basis of its experiences along these lines in Phases I and II. This must be regarded as an oversight on the part of the project leaders. In order to sustain what has been achieved in terms of collaborative activities, SLU and BSU should formulate a collaboration framework (policy & strategy) that will ensure that collaboration between the two universities is institutionalized and pursued.

Assessment of KRAs Project 1

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	Joint research in projects 5 and 6 were conducted which involved a good number of BSU and SLU faculty and staff researchers. Some of these researches were also published in local and international journals, and presented in the local and international conferences.	5
KRA 2: Teaching	Partnership in teaching was achieved as BSU faculty members helped SLU by teaching courses in the MS Environmental Science and as SLU faculty helped BSU in teaching BS Information Technology courses. There were also special trainings that were offered with the participation of both SLU and BSU researchers.	4
KRA 3: Extension and outreach	Various activities addressing community needs were conducted with the participation of a critical mass of BSU and SLU faculty members, staff and students. These were in the form of medical missions, livelihood assistance, and capability building.	4
KRA 4: Management	Various joint training activities to harness the strategic management and project cycle management for SLU and BSU officials, as well several opportunities to interface in planning and evaluation were conducted forging closeness between officials of the two universities even as coordination was not as easy.	4
KRA 5: HRD	Numerous faculty members and staff benefitted from the various training programmes that were conducted by the different projects, in Belgium as well as locally.	4
KRA 6: Infrastructure		n/a
KRA 7: Mobilisation of additional resources/opportunities	The VLIR provided opportunities for additional resources through support for the local coordinators to attend transversal activities in Belgium.	4

Qualitative evaluation Project 1

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The quality of the collaboration between SLU and BSU is evident with the diverse nature of activities conducted, the type and number of faculty members, staff and students that participated from both universities, and the outputs generated.	4
2. Effectiveness	The project was effective as it was able to achieve the indicators as set forth in the logframe.	4
3. Efficiency	The objectives of the project were achieved within the available budget. Funds were used in a flexible way.	4
4. Impact	With the two premier universities of the Cordillera region joining forces in instruction, research and extension, the impact has increased.	5
5. Development relevance	While the primary focus of the joint activities is to strengthen the partnership between the two universities, this contributed to the development role of both	4

	universities in the region. There were also direct contributions to development through the research and extension joint activities.	
6. Sustainability	There is commitment from the leadership and staff to continue the partnership beyond the PIUC. However, the momentum and interest still has to be institutionalized.	3

Overall assessment of the project:

- Many joint activities have been identified and successfully implemented.
- The mechanism to select proposals for joint activities has worked well.
- The exchange of ideas and experiences between management and staff during joint activities has lead to a wider horizon of understanding among them, as well as recognition of the benefits of collaboration in research, teaching, extension and facility sharing.
- The model of inter-university collaboration between SLU/BSU still has to be defined on the basis of the experiences in the programme.
- The sustainability of the network is (yet) uncertain.

2.2. Project 2. Institutional Management and Policy Development -SLU

Objective:

- Developing, maximizing and sustaining human resource potentials and skills of management, faculty and administrative employees at SLU.

Project 2 was included as one of the components of the PIUC programme for the first time in the bridging year (AP 2003), as per recommendation by the External Evaluation Commission in November 2002.

After an intensive internal evaluation of the significance of the HRD component in Phase I a new project set-up was developed for Phase II. It coincided with the SLU Administration's decision to evolve and expand the scope of the goals of the then Personnel Office into a Human Resource Development (HRD) Office. Project 2 is primarily geared at developing, maximizing and sustaining human resource potentials and skills of management and administrative employees at SLU within a conducive work environment with clear and realistic work structures and policies and continuous learning and/or training activities. The project was to exclusively respond to the development needs of managers. The managers included the President, vice presidents, deans, directors, division chiefs, associate deans, deputy directors, department chairpersons, section chiefs, and college secretaries.

The partners regard the following results the most important achievements of the project:

1. The restructuring of the Personnel Office into a Human Resource Development Office came about in 2003. This was necessary for the development of more creative, adaptive and efficient employees who will be responsive to a changing organization. Job descriptions and job specifications of 557 administrative employees in 104 positions were documented after consultations with the incumbents and their heads of office.
2. Administrative employees were given the opportunity to undergo seminar-workshops which was not the case in the past. These seminar-workshops were occasions to learn and discuss topics relevant to their particular group. It provided another view of the work and of the workplace relative to other SLU employees' experiences. Prior to this, the employee's insight into his functions and responsibilities was limited to his specific work area or circle.

3. SLU has a 5 year Strategic Plan. It was through the initiative of the University President that strategic planning was done and participated in by all faculty members and administrative employees totaling 1,500 individuals. This participation has brought a sense of ownership of the strategic plan per office/department in particular and of the SLU organization in general.
4. The conduct of Employee Development Programmes was facilitated with the purchase of training equipment. The use of these is maximized. It is not only the HRD Office that benefits. Various offices continue to borrow these for instruction and other university activities.
5. All of the offices and departments of the University were instructed by the University President to systematize their procedures and guidelines and to document these. This effort has produced a Manual of Operating Procedures and Guidelines (MOPG) for each office and department.

According to the SLU project team, scheduling of workshops/learning sessions has been a challenge. A balance had to be made between the employee's participation and the uninterrupted delivery of services. At least two schedules per workshop had to be done with about half of the staff attending each session.

The project managed to achieve all planned results with the exception of one activity: providing HRD training programmes for selected partner universities. Project 2 would have accepted requests for training on HRD functions but those received and what was needed by possible partners were not within its expertise such as ICT productivity tools, science laboratory technical skills, English proficiency for teachers.

The collaboration with the Flemish partner was not extensive. The Flemish project leader visited the Philippines once or twice a year to discuss with the SLU team the progress, activities planned by the SLU team and directions where needed. The SLU team would have appreciated a stronger mentoring role of the Flemish project leader.

All training activities, with the exception of 1 recycling, were carried out in the Philippines and did not have Flemish inputs. Of the six scholarships awarded, four (1 master, 2 doctorate, 1 recycling) have been completed. Currently, and already without VLIR-PIUC financial support, one scholar is on dissertation writing and the other one has submitted the final draft of his revised dissertation. Both are determined to obtain their doctorate degrees amidst setbacks.

The team is confident that the results of the project will be sustained. In-house capacity to organize and conduct the necessary staff training has been created and funds for staff training are available in the institution's budget.

Assessment of KRAs Project 2 - SLU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research		n/a
KRA 2: Teaching	Is not a planned result of the project. However, the HRD Office has organized in-house training sessions to improve the management skills of employees at different levels. Several modules were developed. The efforts made are certainly satisfactory in view of the fact that training has not been the priority of this project.	+
KRA 3: Extension and outreach	N/a	
KRA 4: Management	A 5 year Strategic Plan and new institutional working documents were developed stating SLU's directions and guidelines & procedures of various colleges and offices. These proved beneficial to the university's stakeholders.	5

	The updating of job descriptions (557) and specifications likewise guide the administrative employees in the conduct of their functions.	
KRA 5: HRD	Of the six scholarships awarded, four have been completed and two are about to be completed. The conduct of seminars/workshops/trainings for administrative employees is a feat in itself since prior to the VLIR-PIUC programme, learning sessions organized specifically for them were few. A total of 693 participants were in attendance in the 10 seminar-workshops conducted in AP 2005, 2006, 2007. 49 Officers attended the seminar on Total Quality Management and on Effective Leadership (AP 2008). In AP 2006 65 deans, department heads, and elementary, high school & college teachers attended a workshop on 'learning how to learn'. A seminar-workshop was attended by 50 university officers to promote understanding on the Inclusive Education programme of SLU.	4
KRA 6: Infrastructure	The equipment purchased were effectively utilized during employee learning sessions. However, it is not only the HRD Office that is of advantage. Other sectors of SLU have and continue to benefit with their use.	5
KRA 7: Mobilisation of additional resources/ opportunities		n/a

Qualitative evaluation Project 2 - SLU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The evaluations of the training courses by the staff have been very positive. The Strategic Plan and MOPG are now widely being used/consulted in the institution.	5
2. Effectiveness	Except for the extension activities all planned results have been achieved within the set time.	4
3. Efficiency	The activities have been implemented within the allocated budget.	4
4. Impact	The establishment of the HRD Office as a functional and well-staffed office has certainly had a major impact on the university management system.	4
5. Development relevance	Not applicable. However, the project was instrumental in streamlining the strategic thinking of the university and professionalizing its operations.	+
6. Sustainability	Equipment is being maintained and continue to be updated. In-house capacity to organize and conduct the necessary staff training has been created and funds for staff training are available in the institution's budget. The clamor for trainings/learning sessions exists.	4

Overall assessment of the project:

- A very relevant project for the strengthening of the institutional capacity of SLU.
- The project achieved almost all of its planned results.
- Many staff have benefited from management related and other in-service training.
- An HRD office has been capacitated to plan and organize relevant HRD programmes within the SLU.
- A Strategic Plan and an MOPG were developed.
- Measures have been taken to ensure that the results of the project will be continued by the SLU from its own resources.

2.3. Project 2. Institutional Management and Policy Development - BSU

Objective:

- Effective and efficient managers in BSU with a conducive policy climate and with complementing local and international linkages.

During the implementation of Phase II, there has been a shift towards internationalization efforts. The shift was brought about by unavoidable external factors like globalization and institutions who are coming to look for partnership arrangements with the university, and internal changes due to greater exposure to the world as a result of advances in telecommunications like internet etc.

The BSU team sees as its major achievements:

1. A critical mass of university officials has been trained for leadership - during the implementation of Phase II, capability and team building efforts were emphasized in regular planning and workshop activities.
2. A clear direction and guidelines for the university has been formulated - the project brought about the opportunity for the university to be clear about its vision and mission. It facilitated the formulation of goals and objectives from 2004 to 2011. It laid the groundwork for the review and drafting of policies and guidelines that will govern the administrative, instruction, research/extension, and production operations of the university.
3. Opportunities and benefits from international linkages have been forged by the move to set up an International Relations Office. These partnerships have resulted in additional resources through grants and donations by the partners, and through scholarship and training opportunities that were made available for the faculty members and staff.

The formalization of the university Vision, Mission, Goals and Objectives has set the direction for the entire university. This is also often affirmed at every accreditation activity that takes place. With this, planning has become a part of the university processes with leadership capability building being an important component.

Another important practice that has affected the entire university is internationalization. For the university constituents, it is now a recognized fact that the university has to seek international partners in order to be true to its vision of being a premier state university in Southeast Asia. There is an evident increase in the international networks of the university not only with individual foreign partner institutions, but with involvement in international associations and organizations.

The key problems met that have hindered achievement of some objectives were the changes in leadership designations. The assumption of new Vice Presidents, Deans and Directors brought with it adjustments and a new learning curve that created delays in the achievement of the targets.

The project team is of the opinion that in the formulation of a similar project today, an extended and more realistic time frame would be chosen. It was overlooked that a lot of what can be achieved in Project 2 depends largely on people - their availability and time, which is not always under their or the local coordinator's control (e.g. the Board of Regents).

The critical success factors for project 2 were first, the full support of the university president and the Board of Regents; second, the willing participation of the members of the university administrative council; and third, the provision of budgetary counterpart by the university to the activities.

The collaboration with the Flemish partner was satisfactory. The Flemish project leader was the only partner at the Belgian side. He was not an expert in the topic of the project. He adopted a hands off approach, trusting the BSU team to implement the project as agreed. He made suggestions, especially regarding the setting up of the International Relations Office. During the last phase of the project the contacts were less frequent but this did not affect the implementation of the project. BSU would have probably benefited more if the Flemish team had included more expertise on organizational management.

The project organized a number of joint BSU/SLU training activities on strategic management and project cycle management. This brought the managers of both institutions together and enabled them to make contacts and exchange experiences. This has been a very good experience.

Assessment of KRAs Project 2 - BSU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research		n/a
KRA 2: Teaching	Not applicable.	+
KRA 3: Extension and outreach	Not applicable. However, the project contributed to the special recognition of the university by the Benguet provincial government as being relevant in extension and outreach through the upgrading of skills in management in research and extension.	+
KRA 4: Management	The Vision, Mission, Goals and Objectives of BSU have been formalized. Through the project, the critical policies and procedures have been drafted in the areas of instruction, research, extension, production and administration. Some – not all yet - are now operational greatly improving university operations such the establishment of the financial management protocol, among others.	3
KRA 5: HRD	A significant number of the members of the university administrative council have gone through a human resource development training through the project, either from a PIUC-sponsored activity or through support in attendance to outside training. For example: all deans were trained on Strategic Management in AP 2005. However, the Flemish project leader is of the opinion that more could have been done to develop the skills and competencies of IRO staff.	3
KRA 6: Infrastructure	The project enabled operations of the university in general, and of the International Relations Office to function smoothly with the provision of some equipment and of vehicles.	4
KRA 7: Mobilisation of additional resources/ opportunities	The strengthening of the International Relations Office brought in new linkages with other foreign partners that led to additional financial resources such as grants, physical	4

	resources in the form of equipment and learning facilities, and scholarship and training opportunities. A total of seven (7) MOUs and 12 MOAs signed from 2005 to 2009.	
--	---	--

Qualitative evaluation Project 2 - BSU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The quality of the project results is proven by the recognition of the provincial government of the relevance of the extension and outreach through the upgrading of skills in management in research and extension. Quality resulted from the project as the university was able to develop strategic plans, as the university organizational structure was rationalized, as management processes were improved, as the perceptions of management in general became positive and proactive in relation to change.	5
2. Effectiveness	The project was effective as it was able to achieve a major part of the targets that were set. According to the Flemish partner, the results achieved by the IRO could have been more substantial. On the other hand, more could have been achieved if the Flemish team had included more expertise on organizational management.	3
3. Efficiency	Efficient use has been made of the available resources. Examples are activities like project development workshops which resulted in outcomes like projects actually funded, the use of in-house facilities and experts whenever practicable, and always making sure that the money is spent on the best offer through appropriate canvassing prior to purchase.	4
4. Impact	The impact of project can be summarized through the expanded networks of the university, better cooperation at different levels of management, and the recognition of the university's education, extension and research relevance. The impact is also evident through the improvement in the delivery of services for the clients (students and communities). The impact of the IRO could have been better than planned.	4
5. Development relevance	Not applicable. However, the project was instrumental in assisting the university to become more relevant in the development of the region by the alignment of its annual plans according to regional and national priorities in education and research. Specifically, different stakeholders in the communities attest to the development contributions of the project.	+
6. Sustainability	Sustainability is assured by the project through the institutionalization of planning in the university, the mainstreaming of appropriate policies, the commitment and support of management who have undergone HRD, and the allocation of financial resources for the continuation of the initiatives that were introduced. However, no structure has been put in place to contribute to the sustainability of the	3

	IRO.	
--	------	--

Overall assessment of the project:

- Project 2 has gone a long way in strengthening the institutional capacity of SLU.
- The project achieved many of its planned results, but more would have been possible with better planning and more expert support from the Flemish side.
- A clear direction and guidelines for the university have been developed, and opportunities and benefits from international linkages were forged.
- Many staff members received training in management.
- The IRO office was established, but needs further strengthening.
- The management evaluation standard has not yet been fully completed.
- Changes in leadership designations have affected project implementation.
- Sustainability looks promising.

2.4. Project 3. ICT Development - SLU

Objective:

- Enhanced integration of Information and Communications Technology in instruction and research.

During Phase I the project realized at SLU the completion of the SLU Network Backbone, the upgrading of computer laboratories, the training of IT personnel, the upgrading of software, the rendering of assistance to BSU (IT training, applications development, and planning). Training and outreach was a key problem since training could only be scheduled during selected days in the activity year.

The second phase of the project was a continuation of the efforts to improve the overall ICT infrastructure of the University. Emphasis was on faculty training as well as application of ICT technology to enhance instruction and research. The collaboration between SLU and BSU in ICT has been further strengthened.

New forms of learning communities have been developed through the development, upgrade or migration to new technologies. This has been realized through retooling the staff via training/workshops, infrastructure development/upgrade, relevant research and projects, networking through collaborative projects and study visits. To sustain these activities, infrastructure has also been improved.

According to the project team major achievements have been achieved in the following three areas:

1. Improved faculty skills in the use of ICT for instruction and research.
 - CICS is recognized by the Commission on Higher Education as a Center of Development in IT. Such award is provided only to a select group of universities nationwide. This is given in recognition to the instruction, research, faculty capability, and administration of the programme.
 - 10 Faculty/ IT personnel has industry – based certification. Such is an indication of the quality of skills of faculty/ personnel in the delivery of their functions.
 - The quality of skills of faculty as well as technical staff of SLU has been enhanced through recyclings, scholarships and advanced ICT training.

2. Improved quality of ICT resources for instruction and research.
 - The ICTR Laboratory was established. A number of ICT research projects has been developed and the results implemented to enhance administrative and instructional operation.
 - The ICT laboratory equipment has been upgraded.
 - A Digital Arts Laboratory has been established where short digital arts courses programmes have been offered.
3. Increased research publications available online.
 - CICS received a regional 1st runner up award in recognition for its research activities undertaken.
 - A MySLU Learning Management System has been developed. With the learning management system, a number of online course notes as well as online activities have been deployed. This system is widely used as alternative delivery of course instruction particularly by the College of Information and Computing Sciences.
 - ICT Projects / ICT Research initiatives. Through the ICT Projects/Research Initiatives, particularly the DSpace, the MySLU LMS and the Library website, the sharing of information on research activities has been facilitated
 - The organization of an ICT Research Congress has been institutionalized. This yearly activity provides faculty and students the opportunity to present research outputs.

The IUC collaboration has made possible the development of capacity of the institution's resources not only in terms of the human but also the infrastructure. As a result, the college has also been commissioned to do research with funding from the Commission on Higher Education. Monetary rewards coming from recognition as regional BEST HEI research programme has allowed the college to conduct additional research activities. The facilities, particularly the laboratories, allowed the college to conduct fee based training and courses, which contributes well to sustain future programmes.

According to the team there were no major problems encountered in implementing the activities of the project. Minor problems encountered were the procurement system, and the scheduling of training activities. One recycling training did not push through due to the changes in policy of contacted research/training centers in Belgium. In hindsight the team feels that more emphasis could have been placed on research capacity building which would have enabled networking with research centers through collaborative/joint research.

The collaboration between the SLU team and the Flemish partners has overall been excellent. There was an open communication about the project and SLU concerns were always addressed. The SLU team was involved in all the planning and implementation, however, this did not involve budgeting and reporting. The project has motivated faculty and staff to continue further studies and advanced training. The project has opened up opportunities not only for intra-university cooperation but it has also opened opportunities to continue cooperation with other institutions initiated during the project such as visiting professors, workshops faculty sharing, collaborative research and projects. Through the project, international networking has been made possible.

Compared to the original planned results of the project, it has been able to achieve much more in terms of university staff being trained in the use of ICT for instruction and research, quality improvements of the ICT resources for instruction and research and number of research publications available on line. This points at a high degree of effectiveness in project implementation.

The project receives strong commitment from the management of the institution to support and sustain the activities and programmes that have been initiated. The involvement of department/faculty to continuously innovate and sustain these activities and programmes are crucial

factors in attaining the long term institutional objectives.

Assessment of KRAs Project 3 - SLU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	In Phase II a research attitude and culture has been developed and research has been undertaken. This is corroborated by the establishment of a research laboratory, the research outputs presented in national and international conferences, and the annual research congress. 7 ICT projects or systems have been developed and is currently used and being maintained. 4 projects / researches have been fully funded. 48 Research papers have been presented in either international, national and local conference/ congress. 12 Research papers have been published in book chapters, journals and conference proceedings.	5
KRA 2: Teaching	The use of technology based teaching and learning aids has been enhanced through the training of lecturers. Lecturers are increasingly making use of interactive tools in teaching such as the power point presentations, online submission of activities, online posting of notes and the like. 157 faculty have been trained in the use of technology based tools for creation, maintenance and delivery of instructional materials. 518 faculty have attended training on skills needed in instruction; 92 faculty have attended training on skills needed in research. The use of a digital research repository has been institutionalized, as well as the electronic access to library information and documents. Notes of 241 courses have been made available on the network for online access.	5
KRA 3: Extension and outreach	The training provided to the faculty and staff of the various colleges, and also other institutions, has given them opportunities to improve the delivery of their lectures and extension messages. Some activities targeted the visually impaired and the deaf.	4
KRA 4: Management	ICT strategies at all levels have been discussed, written, and disseminated. Managers have been trained in management skills and competencies.	4
KRA 5: HRD	ICT staff received training and were given scholarships. One PhD and six Master Degree scholarships were awarded and degrees obtained. Although HRD results have been achieved as planned, more emphasis could have been placed on research capacity building which would have enabled networking with research centers through collaborative/joint research.	4
KRA 6: Infrastructure	Through the project, ICT infrastructure has been strengthened and laboratories established. Apart from the CICS, various ICT based offices have also benefited including the SLUNET and MIS. These offices service the institution as	5

	a whole. Six classrooms have been provided by network connection and equipped with multi-media audio video presentation equipment. Six additional laboratories have been equipped with upgraded computer units. 1.125 computers for students use have been connected to Internet. 210 computers have been connected to Internet for teacher's use. 35 Faculty rooms have been connected to the network.	
KRA 7: Mobilisation of additional resources/ opportunities	Some of the faculty have been tapped to teach in both undergraduate and graduate programmes of other universities. Some ICT facilities have also been used by external parties on a fee basis, providing the institution with extra funds to sustain the operation of the facilities.	4

Qualitative evaluation Project 3 - SLU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	CHED has recognized CICS as a national as well as regional Center of Development in IT which is a clear indication of the quality of the programmes and resources. Three faculties have been able to secure research grants. The evaluations of the in-house training activities were very positive. The knowledge gained through long-term training has been integrated in existing teaching programmes.	5
2. Effectiveness	Activities as planned have been achieved. Additional relevant activities have been integrated to support the general objective of the project.	5
3. Efficiency	Activities have been achieved despite constraints in the institution (formalized as institutional policies). Taking into consideration the standards and procedures of the SLU accounting office, the team managed to achieve the best value for money. Slightly more funds were spent than originally budgeted.	4
4. Impact	The institution and most importantly the students and faculty and ICT staff of the institution have benefited from the programme through the activities, resources and opportunities. These have then been translated to an improved delivery of ICT resources as well as enhanced teaching and more research. The library website, the digital repository, the MySLU Learning Management System the JCARD grading system have been institutionalized and have streamlined the operations and delivery of functions of staff and faculty.	5
5. Development relevance	The supplementary tools for teaching and research have been a welcome development for both the students and teachers. SLU is recognized for its competence in ICT in the region.	4
6. Sustainability	The Award granted by the Commission on Higher Education has not only recognized the quality of CICS but also has given monetary assistance to the unit to continue with activities. The money collected from external users as well	4

	as research grants and project grants are means to sustain the facilities. Also ICT user fees are collected from students as part of their tuition fees.	
--	--	--

Overall assessment of the project:

- Project 3 at SLU has been instrumental in developing the ICT basic facilities into a broad ICT platform for teaching and research.
- The project achieved all its planned results and even more.
- The project has been implemented very effectively and efficiently.
- The quality of ICT resources for instruction and research has considerably improved.
- Many faculty have been trained in the use of ICT for instruction and research.
- IT expertise of SLU is being recognized by CHED and other organizations.
- The sustainability of project results can be rated as good.

2.5. Project 3. ICT Development - BSU

Objective:

- Enhance and upgrade the ICT infrastructure and implement a functional information systems.

In Phase I, at BSU the project completed the BSU Wide Area Network and Local Area Network for the Administration Building and Research Complex. Key offices in the administration and the Dean's offices were equipped with a computer connected to the internet. A Network Operating Center was put up for the security of the connection and proper monitoring of the whole BSU Network. With this development, BSU was able to create IT positions to maintain and manage the IT investments. The main problem which hindered the proper implementation of the activities within the component, was the lack of personnel to address all the IT concerns of the university, in particular, the development and management of the systems.

The strategy for Phase II included human resource development through scholarships. The sustainability of maintaining expensive investments were taken into consideration. In fact, the university provided counterpart funds in the payment of the Internet Service Provider of the university.

The project teams sees the following as the most important achievements of the project:

1. Upgrading of the LAN infrastructure of the university. The backbone is upgraded to 1 GB with the use of fiber optics to connect key offices to the network operations center (NOC). High quality equipment was also purchased such as Cisco Core and Edge Switches. Remote areas were able to be connected to the LAN using wireless forms of technology. E-services promoted by the university and also national government can easily be adopted into the university's LAN because of the excellent structure. 10 E-services are utilizing the university's LAN infrastructure.
2. In support to the academic sector, computer and internet laboratories have been connected to the local area network and the internet. Towards the end of the project there were 322 computer units connected for students and faculty use.
3. The formulation and approval by the board of regents of the ICT use policy as an initiative in Bandwidth Management Optimization (BMO).

As a result of Project 3, ICT has become a way of life in the university. ICT is now part and parcel of almost all areas of university operations from administration, instruction, research and extension, to

production. There is an openness to the adoption of new technologies as more and more faculty members, staff and students became computer literate. Another soft indicator is the spill over effects to easy access for projects funded by other ICT organizations like the Commission on Higher Education.

A Bachelor programme in Computer Science has been developed. BSU applied for and received additional funds from VLIR ICT Infrastructure Fund (approx. Euro 100,000.--).

There were opportunities provided by the VLIR-UOS transversal activities in ICT, and proactive links made with international partners like ICTP, InWent, and with universities like the University of Nairobi with good ICT set-ups.

According to the team, a critical success factor for this project has been the full support given by the university to lobby with the Department of Budget and Management for IT plantilla positions, providing counterpart funds for the actual hiring of personnel to staff the division, and acquisition of IT equipment for the offices as well as payment of the university-wide internet connectivity. The dedication and commitment of the ICT staff is another critical success factor. The availability of additional funding from VLIR itself and from other partner agencies also gave impetus for the success of the programme.

Key problems met included the allocation of counterpart funds to keep up with the changes in technology as well as with the growing number of users in the university. Fast changes in IT hardware and software required continuous pouring in of resources as well as capability building.

One of the PhD scholars did not complete and has to pay back the costs involved to the university. Quite a few staff members have left BSU attracted by greener pastures.

One of the computer laboratories established by PIUC is earning money from rentals and that will be enough to sustain itself. However, investment on equipment like maintaining the LAN backbone will have to be allocated from the annual budget allotted by the university to the ICT Division.

In hindsight, the focus on setting up an ICT infrastructure for the university will still be the same. Perhaps the institutionalization of the ICT Development Fund from internal sources should have been introduced earlier. There would be an even greater focus on training university constituents.

The support received from the Flemish partners is rated as excellent by the BSU team. Good advise has been given, especially regarding the Claroline e-learning. The communications have, with the exception of a short period when a new project leader at the Flemish side took over, generally been very good.

BSU has learned a lot from SLU because that institution was already much advanced in ICT matters.

Assessment of KRAs Project 3 - BSU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	Possibilities to do research have been limited because the staff had a full teaching load. No ICT related research has been conducted. A GIS computer lab was set up.	3
KRA 2. Teaching	ICT tools (hardware, e-learning Claroline, computer classes, internet connection) improve the offer in higher education, especially at the bachelor level. 148 Courses were posted on the Claroline E-Learning System. A new Bachelor programme in Computer Science is being offered.	4
KRA 3: Extension and outreach	Trained personnel through PIUC funding were tapped as trainers and resource persons for local, regional and national government units. 16 ICT related trainings were	4

	conducted, 21 local and national workshops and 2 online video conferencing seminars were hosted.	
KRA 4: Management	The creation and integration of a MIS/ICT division with 5 regular staff and 2 contractual. A sustainability plan for the ICT maintenance has been approved. The ICT use policy has been approved by the Board of Regents. Internet Laboratory Policy and Guidelines have been drafted.	4
KRA 5: HRD	Two ICT staff finished a Master degree in Computer Science/Information Technology. 5 ICT related international training and 11 local trainings have been conducted. 153 faculty staff received training in the use of ICT for teaching and research.	4
KRA 6: Infrastructure	The ICT infrastructure and equipment has been improved substantially (1 Gb LAN, PC classes, internet). 15 Computer laboratories/rooms were connected to the Internet. 3 PIUC funded lab rooms were upgraded & connected (ICT Hall, MPS, ULS). A total of 322 computer units were connected for student and faculty use. 16 Faculty Rooms were connected to the Local Area Network and the Internet.	4
KRA 7: Mobilisation of additional resources/ opportunities	Additional funds have been received from the VLIR ICT Infrastructure Fund; exchange of faculty from partner university (Saint Louis University) has been realized; technical assistance from Philippine Education and Government Network of the Department of Science and Technology has been received; AYAD Volunteer.	5
KRA Other	Faculty members have undergone training in e-learning, GIS, statistics, ICT basics. Collaboration with ICT divisions of several state based regional institutions has been established.	4

Qualitative evaluation Project 3 - BSU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The facilities are working properly and are well appreciated by students and staff. The quality of the ICT technologies and the quality of the ICT staff has steadily improved during the project period.	4
2. Effectiveness	The projects has achieved its objectives without great difficulty. The assistance of SLU has been very beneficial. Despite the fact that some trained staff have left the university a critical mass of ICT trained staff is available.	4
3. Efficiency	The ICT implementation went not always smooth, but after all, significant results were obtained.	4
4. Impact	The university has become a well renowned ICT Training Center for government agencies, academic institutions and private sector. BSU is also the venue of ICT related events using video conferencing and online seminars. Research and teaching are benefitting considerably from the ICT services.	4
5. Development relevance	Good infrastructure support/platform has transformed the university into a ICT enabled university. BSU being the first	4

	State Colleges and University (SUC) to register a domain name, the first SUC to implement a fiber optic network backbone, the first SUC to create IT positions, first to implement video conferencing and also the first in the Philippines to integrate Geographic Information Systems in teaching and management.	
6. Sustainability	ICT is part of the BSU University Strategic Plan. The ICT center is able to manage the campus network and the services on this network. ICT maintenance has been incorporated in the regular budget of the university. Staff development is also integrated in the university's Human Resource Development.	4

Overall assessment of the project:

- The project managed to achieve all its planned results.
- The LAN infrastructure has been upgraded and is fully utilized.
- Computer and internet laboratories are connected to the local area network set up.
- ICT staff has been trained and university staff and students have become ICT literate.
- An ICT policy has been approved by Board of Regents.
- The attrition of well trained ICT staff has caused some problems.
- Sustainability of project results can be rated as promising.

2.6. Project 4. Library Development - SLU

Objective:

1. To acquire, maintain and develop a well-balance collection, provide access to more updated electronic and web-based information sources and provide adequate public services.
2. To allow students, teachers and researchers from the partner BSU to make use of library facilities and services under the same conditions as the own students and staff members of SLU.

Before the start of the PIUC, Saint Louis University libraries had only a few computers and a limited and shaky internet connection. Library operations, from searching to circulation, from acquisitions to reporting, were performed manually. Staff had little or no opportunities to enhance their professional skills and knowledge.

During Phase I of the project the most significant result was the improvement and streamlining of the services and operation of the library through the automation of library operations. The library catalogue was computerized. The second important result was the improvement of the capability of the library staff to be more efficient and productive through the use of computers in library related tasks. The librarians were able to improve their productivity through the use of the MS Office software and the computerized cataloguing system. A wider range of library materials and equipment to access were made available to the users.

For Phase II, an integrated library system was to be implemented to cover all library operations and services. The capacity to access information from electronic and Internet sources was enhanced through the acquisition of more software and PCs. An anti-theft system was to be established to minimize losses and improve library work flow. A conservation project was to be activated to preserve rare and important library materials. Staff development in the form of long-term scholarships, theses

preparation assistance, and short-term training were provided to the library staff to improve their professional competency in information science and technology. These trained staff would in turn conduct outreach training workshops for librarians outside SLU on the library tools and systems used in SLU as a strategy to facilitate establishment of union catalogues and cooperation among libraries in the Northern Luzon region.

Many of these results have been achieved. Thanks to the purchase of IT hardware - like computers, printers, hubs... - most operations are now (partially) automated, giving staff more opportunities to help users. Through the help of project 3 (IT development), a user-friendly web page now provides all relevant information about the library, and provides access to the OPAC, the D-Space digital repository and the LibriSource information gateway.

According to the project team, the Phase II activities have stimulated the attitude to research on campus. Especially the subscription to scientific electronic journals (in 2006 to H.W. Wilson, from 2007 to the present through EBSCO) proved to be significant, in spite of chronic problems with Internet speed or connectivity. The Phase II activities have further illustrated the relevance of cooperation with other universities – especially BSU – given the potential boost particular research projects may receive from the exchange of each other's experiences, human resources and technical infrastructure.

The project experienced a few set-backs regarding the purchase of a Integrated Library Software (ILS) package and the failure of scholarship candidates to finish their studies. A new ILS programme had to be purchased (Follett), after Elias – the developer of AMICUS went bankrupt. Because of the slower-than-expected pace of the transformation of CDS/ISIS records in MARC21 format, as required for effective operation in the Follett system, two different OPAC databases are being run simultaneously. Only one of both is accessible through the web-page.

One staff member with a full-time MS scholarship did not finish her thesis. Of two others, who were offered thesis assistance, one resigned in 2005, while the other abandoned the project.

The collaboration and communication of the SLU team with the Flemish counterparts has generally been very good. The Flemish project leader was very committed to the project and has made very useful suggestions. However, some plans to ensure sustainability by letting SLU share some of its VLIR-PIUC acquired infrastructure and expertise with other institutions did not take off. Also plans to team up with libraries in the region – for instance Vietnam – could not be realized within the project period. However, towards the end of the project a consortium of libraries in the CAR has been established which may lead to forms of beneficial collaboration.

The project was implemented within its allocated budget.

Assessment of KRAs Project 4 - SLU

Key result areas	Indicators (<i>quantitative and full descriptive data</i>)	Score
KRA 1: Research	Not applicable. However, while the library was not directly or actively involved in any research project, it plays an important support role. Thanks to the project, a reasonable number of scientific journals are now available for the researchers, and an easy to use interface is installed for accessing all the Open Access journals. These contribute to improved teaching and research outputs.	+
KRA 2. Teaching	Not applicable. However, a huge effort has been spent on increasing the library collection of modern text books in all subject fields taught at the university. The access to the books for the students has been facilitated.	+

	Total number of new book titles that were acquired until 4 March 2009 amounted to 8,096 titles. The total number of titles by 2007-2008 amounted to 63,417 or 111,843 volumes.	
KRA 3: Extension and outreach	The library is holding every year various outreach activities (including the donation of books, the organization of educational sessions etc.) from which local libraries and rural communities can benefit. Initially, ambitious targets were set during the drafting of PIUC plans. They were somewhat poorly elaborated or just vaguely formulated. However, the successful international conference during the phase-out year 2009 has demonstrated that there are real opportunities for outreach and education in the field of library and information science, and that success is within reach.	3
KRA 4: Management	The project has helped to improve institutional thinking about the organization and functioning of the library. The PIUC project also provided an ideal opportunity to practice modern management skills – for instance through annual or intermediary reporting, narrative reports as well as those according to budget line - that proved more or less useful in other fields too.	5
KRA 5: HRD	With only 1 out of 2 full-time scholarships (for a 2-year Master's degree programme) and none of both thesis assistance scholarships having lead to completion, this is definitely a disappointing outcome. The numerous short-term training seminars and workshops are just partially making up for the disappointment with the long-term grants.	2
KRA 6: Infrastructure	When it comes to desktop computers, the library was able to acquire many more than initially planned. This was partially the effect of the non-spending of amounts intended for other purposes. 57 PC units are being used all over the library; the number of units currently used in staff offices is 22, or almost one for every regular librarian, secretary or academic coordinator.	5
KRA 7: Mobilisation of additional resources/ opportunities	Such activity was not included in the original planning. Some additional funds have been obtained, mainly from the American Studies Resource Center, a library within the university libraries that is largely the result of a cooperation between SLU and the U.S. Embassy in the Philippines. PIUC has been encouraging SLU to be sensitive for such external sources of support.	+
KRA Other	SLU was/is maintaining bilateral collaboration programmes with several foreign universities. Even as most of them are not based upon VLIR contacts, the PIUC programme seems to have contributed to a stronger awareness on campus of the international and global dimension of a university's mission.	5

Qualitative evaluation Project 4 - SLU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The library has in each of its sections a 'drop box' for questions or remarks regarding its products and services. These allow staff and management to assess the results of their ongoing efforts to deliver quality on each level. On some occasions, the library runs surveys to measure the perceptions of users regarding new services or pilot projects being run in its premises. Other indicators are the exam results of students, both in SLU and during national board exams, in which SLU students usually prove their talents, knowledge and skills through excellent performances.	5
2. Effectiveness	Except for the staff development and extension components, all planned results have been achieved. The project has managed to achieve its overarching objective.	3
3. Efficiency	The project has been implemented within the allocated budget. Much has been realized with the project funds. Value for money has been achieved.	4
4. Impact	The recent creation of the 'CARE' consortium in view of a better cooperation among local libraries in terms of common acquisition (of e-resources) and mutual access, is the latest offspring of the (indirect) push for more collaboration, that the PIUC programme has been promoting for the past decade. Impact of the university library in wider social circles is obviously limited.	4
5. Development relevance	SLU digital library is accessible to the wider public. The possibility of (scientific) information delivery via the Internet is a great asset for developing countries. This will increase now that worldwide efforts are going on to digitize large book collections, which soon will dwarf the modest paper collections in the developing world.	4
6. Sustainability	The SLU library management and staff are sufficiently trained and equipped to handle the long-term development of these libraries. What remains uncertain is the ability of the university to continue the subscription to the modes package of commercial journals and to regularly update the ICT-infrastructure.	3

Overall assessment of the project:

- The project has achieved its objectives, except some of the staff development goals and the one regarding extension activities.
- Major achievements have been achieved in re-organizing the library, expanding and updating the collection, digitalizing the collection, developing a user-friendly web page, in-service training of operational staff, installation of PC units in the library, and the installation of an anti-theft system.
- The collaboration with BSU has led to many communications between the library staff and to the notion that collaboration is beneficial. Inter-library loans of books did not work out because of difference between financing systems of universities (SLU had to pay extra allowance for book use, BSU did not have to pay such an allowance).

- A local consortium of four academic libraries has been initiated.
- Sustainability is not yet fully guaranteed.

2.7. Project 4. Library Development - BSU

Objective:

- The library is able to provide by collection or by access the required information in teaching and research functions of the university.

At the start of the project, BSU had a very small library. The staff was not well trained and it had no computers. Project 4 aimed to improve the library resources/facilities for a well informed academic community, so it is able to provide by collection or access the required information of the university. There were two basic problems confronting the BSU library: a) inadequate library resources caused by the limited budget, high cost of materials and increased student population, b) limited access and information delivery caused by insufficient infrastructure and limited library culture among stakeholders.

Phase II of the project at BSU was a continuation of the project objectives and strategies. It intensified the acquisition of print, non-print, digital and electronic materials with the addition of setting-up educational technology centers (Educ Tech Centers) in the main and some college libraries. For a more focused human resource development, study scholarships were also added to this project.

The major achievements of the project, according to the BSU team, are:

1. Integration of technology in the library system. The BSU library became the model to other state institutions that are planning to automate their library system.
2. Improved resources and library equipment have been realized to meet national library standard /support to academic requirements of the university. The increase in the library resources and improved library facilities has contributed in the achievement of the University Level 4 award.
3. The capacity/capability of library personnel has increased through attendance to workshop/training in local and international setting. The university library is now manned by competent librarians where delivery of services was greatly improved.

The library automation project was the most visible activity of the project. Activities that are attuned with the library development programme (increased library resources: print/non print materials) were implemented. Training of all library staff to update their skills and knowledge and exposures to other libraries was likewise realized. The project opened opportunities to strengthen networking with other library organizations such as FAO-PHILAGRINET and collaboration with international book donors (Ockerman Educational International Foundation).

Before the partnership, very little opportunities were given to library staff to participate in trainings and other related activities due to lack of funds. The project enabled some staff members to pursue higher studies. Four local Master degree scholarships have been awarded of which 2 have been completed and 2 are still ongoing. The latter will receive financial support from BSU to finish their degrees. Three staff members have been on cycling visits to Belgium and 7 benefited from a STIMULATE course.

Retrieval and access is only 90% because library resources are growing and continuous updating of records is necessary in building the library database. According to the team, utilization of the library resources still needs to be maximized— stakeholders are still being introduced to the technology that the library acquired. The lack of library culture needs to be addressed through aggressive marketing of the library resources/services.

The continuity of the planned programme was hampered due to changes in leadership in the library (there were 3 different Directors during the duration of the project) and the fact that the BSU project leader was not the Library Director but one of the senior library staff. It was difficult to stick to the agreed objectives of the project when new leadership of the library came with new ideas and priorities for the library.

In hindsight it would have been better if library personnel had been involved in the planning stage to make use of their knowledge/skills. The Director should have been the project leader to avoid problems in project management.

Sustaining the outputs of the project at the same level will be difficult. The university has a limited budget for staff training and maintenance of infrastructure and replacement of equipment. Also the budget for the purchase of books is much lower than was available in the project. However, the budgets for supporting the library and books has been increased by the institution and the book fees for students will be incrementally raised over the coming years.

The team hopes that it will be possible to continue with the exchange programme (for the staff) because it really helped to internalize and compare experiences and insights. It also hopes that it will remain in touch with the Flemish partner to seek advice /assistance on sustaining the development.

The collaboration with the Flemish promoter has been an eye opener for the BSU team. He connected the BSU library with other organizations. The communication with him has always been good.

Communications with the SLU library have increased and the friendship has grown. Students from BSU and SLU have now access to the library of the other institute. As was mentioned before, the inter-library loans of books did not work out because of difference between financing systems of universities (SLU had to pay extra allowance for book use, BSU did not have to pay such an allowance).

Assessment of KRAs Project 4 - BSU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	Not applicable. However, the project facilitated quality research output of the university through provision of vast resources (print/non print/electronic format) to all stakeholders; students, faculty, staff and outside researchers.	+
KRA 2. Teaching	Not applicable. However, availability of updated resources supports the academic requirements for instruction. Further, provision of the multimedia facilities and state of the art equipment was also integrated to improve library service. Between 700-1000 students are using the main library every day.	+
KRA 3: Extension and outreach	Through improved facilities and collections, the university library was able to conduct regional/local trainings to other academic libraries and other library organizations.	4
KRA 4: Management	A policy for technology integration in the library operations has been institutionalized. Library operations have improved through the use of technology.	4
KRA 5: HRD	The capacity of the library staff has been increased; one MA scholar graduated and the other one is on going with her	3

	research paper. There are still two (2) remaining MA scholars who started 2 nd semester of AY 2007 and expected to finish by 2011. Three staff members have been on cycling visits to Belgium and 7 benefited from a STIMULATE course.	
KRA 6: Infrastructure	Through the PIUC funding allocations, the library acquired a total of 7,235 volumes of books through coordination with the faculty, librarians and students for quality resources. Big investments were made for the security system (electronic gate, camera surveillance with digital recording) and the computer infrastructure. In Phase II 35 PC units were installed and used as workstation for library personnel, 6 for OPAC and 2 for the circulation desk. 5 PCs are being used by library stakeholders added to the 50 units provided by the ICT fund (students/staff).	5
KRA 7: Mobilisation of additional resources/ opportunities	Not applicable. However, co-sponsored trainings were conducted for librarians (local, regional/national).	+

Qualitative evaluation Project 4 - BSU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The development programme contributed in meeting the national standards for academic libraries through the very satisfactory rating of all programmes accredited. It has strengthened library collections, improved facilities and increased quality in the delivery of library services.	5
2. Effectiveness	The project has achieved its objectives, although not all staff training has been completed. The project has managed to equip BSU with a well established library in terms of infrastructure and trained staff to support the education, research and extension ambitions of BSU.	4
3. Efficiency	The project was implemented efficiently despite some management problems. The budget was optimally used.	4
4. Impact	The university is being recognized for its quality resources, state of the art equipment and fully automated library operations. The facilities have contributed in the attainment of quality programmes accredited by the national accrediting agency.	5
5. Development relevance	Internal and external stakeholders are benefiting from the modern library operations. The possibility of (scientific) information delivery via the Internet is a great asset for developing countries, for those inside and outside the university.	5
6. Sustainability	Sustaining the outputs of the project at the same level will be difficult. The university has a limited budget for staff training, purchase of books, maintenance of infrastructure and replacement of equipment.	4

Overall assessment of the project:

- The projects achieved almost all of its planned results, with some delays in staff development.
- Major achievements have been achieved in re-organizing the library, expanding and updating the collection, digitalizing the collection, developing a user-friendly web page, in-service training of operational staff, installation of PC units in the library, and the installation of an anti-theft system.
- The library is being recognized as model for other state universities.
- Implementation of the project has been affected by frequent leadership changes.
- Sustainability of project results is not yet guaranteed.

2.8. Project 5. Business Research and Extension Development - SLU

Objective:

- To strengthen instructional skills, research competencies and outreach capabilities of the University with due regard to the generation of income and livelihood opportunities for identified communities in the region.

Project 5 of VLIR Phase II was created to provide a more balanced programme in Instruction, Research, and Extension in the field of Socio-economics. It focused on three interrelated components: (1) capacity building of faculty and staff, (2) upgrading of equipment, and 3) the establishment of Business Research, Extension Development (BREAD). The capacity building of faculty and staff focused on short-term courses which are very relevant to the enhancement of the faculty qualification as well as the institution' capability. These three interrelated areas were also linked with Project 1 (Networking) and Project 2 (Institutional Development).

According to the project team major achievements have been realized research capacities, staff development and outreach. The improved research capability has allowed the college to:

- forge partnerships with other local and international HEIs, Local Government Units (LGUs), municipalities/cities and other institutions in the conduct of collaborative researches;
- present/publish research outputs in regional, national and international fora/journals;
- attract research collaborators (public/private entities) here and abroad for financial support;
- win research awards in local and international settings;
- share the university faculty members' research capabilities with other HEIs and various industries as consultants, resource speakers, judges, advisers and panel members;
- share research outputs to LGUs, NGOs, and other entities for their policy formulation, local ordinance initiation, establishment of best practices, strategic planning, initiation of developmental projects, and conduct of livelihood training skills.

The faculty training has improved the competency of faculty members in their respective fields. The knowledge, experience and exposure they gained in short courses, locally and abroad, were utilized to enhance course contents and curricula in the various programme offerings. A total of 7 faculty members received international and national academic awards and citations. A total of 12 faculty members completed their relevant graduate studies and a total of 150 faculty members and staff were sent to relevant training.

Facilities and equipment acquired with VLIR-PIUC support improved the overall quality of teaching and learning. Teaching methodologies were improved, making student learning faster, more efficient and fulfilling. The completion of VLIR-PIUC scholars in their masters and doctorate courses from local

and foreign institutions increased the number of faculty with post-graduate degrees. The knowledge gained from their scholarships was utilized to improve course content, curricula and instruction methodologies.

As a result of the VLIR-PIUC faculty members have started to appreciate doing research and presenting research papers in local and international research fora. Moreover, the project was the turning point of the college to start publishing relevant research papers in local and international journals. The presence of the Flemish promoters has improved a lot the research capability of the faculty members. The exposure of faculty members in international institutions has increased their motivation to do research. This also opened the avenue for research collaboration not only with local institutions but also with international institutions such as the Universitas Atma Jaya Yogyakarta.

Through the VLIR-PIUC, the Business Research Extension and Development (BREAD) of the College of Accountancy and Commerce, Saint Louis University was established. This office serves as the learning resource center for scholars and researchers. The recycling scholarships of some faculty members to Belgium allowed them to learn and be exposed to the conduct of applied socio-economic researches. Recycling visits to Belgium likewise strengthened the University's partnership with Flemish Universities, which later resulted in researches collaborations.

Socio-economic activities were conducted in selected towns of Benguet Province (Kapangan, Bauko), Kalinga, Nueva Vizcaya, and as far as Visayas region. These activities aimed at sustaining livelihood activities of the townsfolk in terms of technical knowledge and practical application in business management, agricultural and entrepreneurship. The extension programme of the college became more meaningful as the reach was extended to other regions.

Box 1. The story of the Beekeeping Project⁵

"One of the socio economic projects that we proposed for Project 5 was the Beekeeping Project. In coordination with the Saint Louis University – Institute of Small-Scale Industries Foundation (SLU-EISSIF), we planned to bring and introduce the project to selected communities in Kapangan, Pasil, Kalinga, and other towns in the region. This included providing the community people skills to rear bees and later, to produce honey.

During the first time that we introduced the project to the Belgian VLIR coordinators, their initial reaction was to question the appropriateness of the project to socio-economics. One of them jokingly asked "What are the bees doing in Project 5?" We justified to them that the beekeeping skills that the community people will later learn will allow them to have additional livelihood and entrepreneurial options in the future. While its inclusion to Project 5 was approved, we felt that the VLIR coordinators were not fully convinced and that they gave us the benefit of the doubt, when they allowed us to proceed with the Beekeeping Project.

There were regular presentations of outputs that were conducted with the Belgian coordinators. In every presentation, we observed that there were relatively more questions and scrutiny asked on the Beekeeping project. We still continued to implement the project as planned. Recently, the Institute received a Presidential Citation for Best Practice in improving productivity and efficiency by implementing the Benguet Beekeeping Project which significantly contributed to the development of micro, small and medium enterprises creating economic opportunities that help achieve a better life for Filipinos. The award was given by no less than the Philippine President, Mrs. Gloria Macapagal Arroyo on July 8, 2009."

The implementation of the project went smoothly with the exception of the staff training component. The project suffered from scholars that had difficulty in completing their programmes. Three PhD scholarships have been awarded, one in Belgium and two in the Philippines. The one in Belgium has

⁵ Source: self assessment report Project 5 BSU.

been completed.

In hindsight, the team members think that the project would have benefitted from a better focus on fewer topics, that is identifying one key result area instead of integrating the different areas. The broad spectrum of goals which the project wanted to achieve was caused by over-enthusiasm of the SLU staff when they were planning the project.

The collaboration with the Flemish team has been good. The periodic meetings and the use of technology in communication proved to be very helpful. Apart from the regular monitoring and planning missions, Flemish experts conducted four teaching visits to SLU. Four experts were involved in the project on the Flemish side which is a broader involvement than in the other PIUC projects.

The Flemish contributed to the development of institutional vision-mission statements, strategic plans and budgets at all levels within the organization. Visiting professors from Belgium were invited to handle several courses in the graduate programmes, some conducted seminars, workshops/writeships in Organizational Development, Research and Statistics and Project Management (four visits). The Flemish partner also partnered SLU with universities in other countries in research, as well as faculty – and student – exchange. The SLU team very much would like to continue the academic collaboration even after the partnership programme.

Assessment of KRAs Project 5 - SLU

Key result areas	Indicators (<i>quantitative and full descriptive data</i>)	Score
KRA 1: Research	Enhanced research capability of the faculty members as well as the students is achieved. This is evidenced by the number of researches completed and presented in the local and international fora. Some of these researchers are recipients of national and international awards. A total of 55 faculty members and staff were sent to research training. 25 Researches have been published in international and national journals. 20 Researches have been presented in international and national fora. 2 Researches have been recipients of international and national awards. A total of 45 researches have been completed.	4
KRA 2: Teaching	Improved academic qualifications of the faculty, thus increasing the number of percentage of faculty with masters and doctorate degrees.	4
KRA 3: Extension and outreach	The project has conducted 25 extension programmes in the Cordillera Administrative Region and technical support is on going to assure its sustainability. Extension programmes include community development activities through livelihood programmes and skills enhancement. The Federation of Beekeepers Association in the Cordillera Administrative Region was established. The Project Extension Programme was cited by the Philippine Government as one of the Best Practices for Productivity.	4
KRA 4: Management	The management aspect of the programme was enhanced by the exposure to international co-operation practice. The college developed the Manual of Operating Procedures and Guidelines (MOPG). The effective implementation of the policy remains a major challenge for the college.	4

KRA 5: HRD	Ph.D. level : During the phase 2 of the project, one PhD scholar has been successfully supported to complete her programme at University of Gent, Belgium. 2 Faculty scholars are still completing their PhD with the support of the SLU administration. A total of 7 faculty members received international and national academic awards and citations. A total of 12 faculty members completed their relevant graduate studies. A total of 150 faculty members and staff were sent to relevant training.	4
KRA 6: Infrastructure	The Business Research Extension and Development (BREAD) is now fully operational. The research agenda of the college is an integral part of the strategic plan including the College Research Committee. Learning centers are now equipped with the needed audio-visual equipment and facilities.	4
KRA 7: Mobilisation of additional resources/ opportunities	During the second phase additional funding has been achieved for staff training and PhD programme in Belgium and in the Philippines.	4
KRA Other	For education, research and extension, the cooperation between both universities was growing from a level of understanding towards exchange and common activities.	4

Qualitative evaluation Project 5 - SLU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	Quality of service delivery and instructions is good, as the college is working towards being accredited as Commission of Higher Education (CHED) Center of Development in Accountancy, Center of Development in Business Administration and Center of Development in Entrepreneurship. Seven faculty members are recipients of local and international awards in the fields of education and research.	4
2. Effectiveness	The objectives of the project have been achieved. The research culture has been strengthened and the Business Research Extension and Development (BREAD) Office of the College of Accountancy and Commerce has been established.	4
3. Efficiency	Considering the relation between input and output, the results are quite good.	4
4. Impact	The IUC collaboration has undeniably benefitted the different departments of the University in the trifocal areas in the academe, research, instruction and extension. It was only during the IUC implementation when faculty members have started to appreciate doing research, presenting research papers in local and international research fora. The exposure of faculty members in international institutions has increased their motivation to do research. This also opened the avenue for research collaboration not only with local institutions but also with international institution. The SLU-BSU partnership is being sustained. Both universities continuously conduct collaborative	4

	undertakings like research, community development programmes, faculty development programmes.	
5. Development relevance	The extension programme of the college became more meaningful as the reach was extended to other regions. One very fulfilling experience is the creation of the Federation of Beekeepers in the region. The partnership with SLU EISSIF in the development of programmes to develop the community and various institutions was strengthened. These collaborative activities were given national recognition by the President of the Philippines.	4
6. Sustainability	The college has the commitment, enthusiasm, dynamism and qualities to continue the activities without the support of the VLIR-PIUC. The college through its existing networks can be tapped to continue the programmes and activities. (Joint) Research projects supported under the VLIR-PIUC programme are mutually beneficial to both SLU and the Flemish partner universities.	4

Overall assessment of the project:

- The project has been very successful in creating enthusiasm for research among the faculty and has equipped them with the skills to carry out good quality and relevant research.
- A research agenda has been developed which forms an integral part of the strategic plan of the college.
- BREAD has initiated, conducted and presented, and published research papers in the local and international publications.
- The project has enhanced the quality of teaching as well as the research capability of the faculty and students as well.
- Planned results have been achieved.
- Extension services are appreciated and awarded
- Some scholars had difficulties in completing their studies.
- The composition of the team creates good opportunities for continuation of the collaboration with the Flemish partners after the project has come to an end.
- Prospects for sustainability are fairly good.

2.9. Project 5. Socio-Economics Research and Extension Development - BSU

Objective:

- Strengthening of the Institute of Social Research and Development – creating a core of senior and junior researchers and establishing new partnerships with local and international RDE institutions

The specific objective of the BSU project was to strengthen the Institute of Social Research and Development (ISRDE). This means having a core of senior and junior researchers and establishing new partnerships with local and international RDE institutions.

For BSU, the main objective of upgrading facilities for teaching, research and extension and strengthening the socio-economic research unit in Phase I continued in Phase II. However, in Phase II, the main focus was to enhance research and extension outputs in Agriculture and to relate this significantly with improved teaching. Greater focus on the core business of the university that is

agriculture had to be made. This required focusing of efforts to a limited number of colleges that can build efforts towards this end: the College of Agriculture, the College of Arts and Sciences, and the College of Home Economics and Technology. Agricultural research and outreach was to be complemented by the Socio-Economics Research Institute of BSU, the Saint Louis University, and the partner Flemish Universities. In addition, a South-South collaborative research programme was envisioned to be undertaken involving BSU and the University of Cantho (CTU) and with other possible northern partners.

The self assessment by the project team indicates that the project has achieved most of its objectives. The Institute for Social Research and Development (ISRD) at the Benguet State University has been strengthened. The quantity and quality of the researches were addressed. There were more researches conducted compared to Phase I resulting to more publications. More than quantity, the quality of the researches has improved with the application of new multivariate tools like factor and cluster analysis, conjoint analysis, and supply chain evaluation. The researches were primarily done in cooperation with the Flemish promoter and his team from the Ghent University, and with other local and international funding institutions. Extension or outreach was intensified in communities like Tawang in La Trinidad, and the municipality of Kapangan.

A critical mass of social researchers started to be built up though, according to the project team, it still has to reach a level that is desirable. This has been achieved for the Department of Agricultural Economics and Agribusiness Management but has yet to go to a wider level in the other colleges and departments. Capacity building in research, development and extension has benefitted a number of faculty members and staff during the implementation of the PIUC.

The following soft indicators of successful project implementation in Phase II of the PIUC are mentioned in the self assessment report:

1. Appreciation of the local government leaders of the university's capabilities in socio-economic development and facilitation. This resulted in a stronger link by the university with the local governments of the Cordillera Administrative Region. This came about mid-term the implementation of Phase II.
2. Mobilization of the various stakeholders from various government and non-government institutions in addressing research and extension concerns of the Cordilleras. Examples of this are joint undertakings in relation to promoting advocacies like Organic Agriculture and local women leadership. This was also during the third and fourth year implementation of the PIUC.
3. Links with other international networks like the Australian Center for International Agricultural Research and the Food and Agriculture Organization based in the region.
4. Appreciation by the university and the regional consortium members of new research approaches adopted by the Institute through partnership with Ghent University and other partners.
5. Full integration of the Institute into the university research and extension processes. The Institute adopts the university research agenda, the university processes in call for proposals, the participation in the technical working committee group for evaluation of proposals, and the presentation of on-going and completed researches in the annual in-house reviews.

Box 2. Testimonial by a community leader⁶

Translation of Mr. Gomeyac's testimony:

PIUC was a great help to Barangay Tawang. During my time as Barangay Captain, we realized the

⁶ Source: self assessment report Project 5 BSU.

need for community oriented development projects to provide livelihood opportunities for the people. But first we need to update the existing barangay profile which was incomplete and outdated. Fully aware that we could not possibly do the undertaking on our own, we decided to seek help from other agencies. A DSWD representative recommended the Institute of Social Research and Development and graduate students of Benguet State University. After series of meetings and workshops, the team headed by Dr. Dagupen conducted Participatory Rural Appraisal (PRA) that allowed full participation from the villagers/residents representing the youth, senior citizens, and other existing organizations in appraising the background and current situation of Tawang.

Not only that, when we were planning to conduct a barangay summit, we asked help from PIUC through Dr. Dagupen. Again the project helped us by providing 50% counterpart in the total expenses, and taking part in the documentation of the activity. During the summit, we were able to learn and accomplish a lot of things. The results of the PRA previously conducted in the barangay were validated and we learned a lot from the lectures given by the invited speakers.

Personally as the barangay captain that time, I can say that I was able serve the people more effectively.

Thanks to PIUC.

The following unexpected results are reported:

- a) Involvement of an entire department specifically of the Department of Agricultural Economics and Agribusiness Management in research and extension in an international context. This unexpected result came about towards the end of the project with the funding provided by the North-South-South fund. This also resulted to a heightened teamwork within the department in terms of the fulfillment of the research and extension function of the PIUC.
- b) The Everlasting Award, a competitive evaluation of the significant contributions of an entity for the province of Benguet, given to the PIUC in January 2009 with inputs from Project 5.

For the Institute of Social Research and Development, a key problem has always been full-time involvement of faculty members for the conduct of socio-economic research. Deloading of the faculty to enable them to do research has been a ticklish issue. It is easier for the faculty engaged in the technical sciences because most have minimum academic loads. The scenario is different with the socio-economics faculty who almost have academic loading of 24 units per semester per faculty member. However, this was remedied through the hiring of full-time research aides for the institute, and the designation of one faculty to assist the Director and to serve most of the time at the ISRD.

The project team thinks that, on hindsight, the implementation of the project could be improved with the allocation of funds for regular research proposal writeshops involving different faculty members, and with similar regular writeshops for turning out publications from research results. Also, a regular fund should be earmarked for the conduct of college researches in the social sciences. This is in order to spread the opportunities and to win more involvement from the faculty members.

Efficient use of funds was made in some areas as some activities were combined with partner agencies like DTI, CHED, SLU etc. to share resources and make better gains. Value for money was also achieved in the conduct of research where synergies were evaluated and opted for in terms of data gathering, and outreach opportunities. This was also made possible in the purchase of equipment that are not very expensive and can serve its purpose. However, underspending occurred in research because the timing of the research could not always be fixed and budget could not be carried over to the next year.

There was always prompt communications between the Flemish promotor, the project leader and the local coordinator. The Flemish partners were very cooperative and responsive. The promoter made sure that a successor was brought into the project to increase opportunities for the continuation of

the collaboration after PIUC stops. The planning and implementation of the project has always been participatory. The scope of cooperation was not limited to Ghent University as other partners were tapped. Links have been established that can be continued.

The Flemish partner would have liked to see that more fundamental research had been undertaken by ISRD and always stressed the conceptual perspectives in preparing research proposals. However, ISRD increasingly gave priority to applied research with direct relevance for the communities in the province which is in line with the mission of the university and the expectations of the stakeholders.

While the collaboration with SLU was ad hoc during Phase I more structural collaboration has grown during Phase II. Four joint research and extension activities have been undertaken by teams of both institutions. BSU has more expertise in research while SLU has more staff that can be involved and more knowledge of marketing which makes complementary collaboration possible.

Assessment of KRAs Project 5 - BSU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	12 PIUC funded researches have been completed, as well as 7 externally funded R & D projects. 8 Articles were published in local and international journals, 5 articles/abstracts in conference proceedings and 2 books.	4
KRA 2: Teaching	The project gave important inputs in the revision of the curriculum for the Bachelor of Science in Agribusiness. The research experiences were incorporated in the subjects taught and in the practical exposure and training of students.	4
KRA 3: Extension and outreach	8 Projects were conducted in partnership with important community groups (poor community folks, among organic advocates, with women local officials, to name some) and the research results were disseminated through flyers (5 topics) and posters (3). At least 20 students were involved/exposed in socio-economic research and extension activities each year.	5
KRA 4: Management	The organization of the Institute of Social Research and Development evolved and more importantly, the social research component in the Research and Extension Manual was mainstreamed.	4
KRA 5: HRD	Faculty members and staff in terms of short-term trainings were well addressed, the degree scholars for phase 2 are in the final stages for their PhD. 19 Faculty researchers from the colleges have undergone capability training.	3
KRA 6: Infrastructure	The Institute was well equipped with the necessary equipment to do effective research, development and extension activities. The Institute acquired 62 pieces of equipment necessary for smooth operations.	4
KRA 7: Mobilisation of additional resources/ opportunities	Through the enabling of capabilities and skills of the social researchers, a number of projects with external grants were obtained from local and international agencies.	5
KRA Other	For education, research and extension, the cooperation between both universities was growing from a level of understanding towards exchange and common activities.	4

Qualitative evaluation Project 5 - BSU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The project enabled the transfer of knowledge and skills in new social research methodologies thus upgrading the quality of the researches conducted. Quality is evident of the recognition made by journal publishers and other users who made use of the research results. There were improvements in the conduct of extension especially in collaboration with Saint Louis University as the various outreaches in Kapangan and Bokod, Benguet were conducted.	4
2. Effectiveness	The project was effective because it achieved what it intended to do.	4
3. Efficiency	The project used funds within the budget allocated each year, and was able to achieve its targets using reasonable costs in all expenditures. Underspending occurred in research due to timing problems.	4
4. Impact	The results of the research and extension activities helped many farmers and farmer groups in planning and in their production activities. Collaboration between SLU/BSU takes place. A joint research proposal which combines the strengths of both institutions is being developed. Other state universities in the region are using research frameworks developed by the ISRD such as in the study of MSMEs and in socio-economic analysis of the vegetable industry.	4
5. Development relevance	The project spearheaded advocacies that were very relevant to the development of the region among such were development of the local vegetable industry, organic production, and organization of women leaders.	4
6. Sustainability	The unit continues with the effort to promote social research and development for the university. Evidence of this is the continuing support of the university for the Institute after the PIUC. Moreover, sustainability is also indicative of the outside funding and joint researches with other agencies that were obtained. The teaching load of the faculty may be a hindering factor.	4

Overall assessment of the project:

- The number and quality research outputs has increased.
- More researchers have been trained but more are desired.
- The research framework of ISRD is a model for state universities in the region.
- Relevant extension activities have been undertaken, in collaboration with SLU.
- Collaboration between SLU/BSU takes place. A joint research proposal which combines the strengths of both institutions is being developed.
- Faculty face time constraints to do research.

- Delays were experience in completion of studies by scholarship holders.
- The prospects for sustainability of project results are fairly good.

2.10. Project 6. Health and Environment - SLU

Objective:

- To strengthen instructional skills, research competencies and outreach/extension capabilities of the university with respect to health and environmental education in the region.

In Phase I, Component 3 dealt primarily with initiating and upgrading priority educational programmes and establishing and strengthening capacities for Cordillera Research. The project established at SLU a Natural Sciences Research Unit with all supporting equipment. After its establishment, NSRU served as a training ground for both faculty and students on certain laboratory and research skills. It started to develop within them the interest to undertake research toward the assessment and utilization of indigenous flora in the Cordillera region. Most importantly, the development of some faculty to become specialized scientists (i.e., lichenologists, bryologists) had also started. Several linkages were established with other entities such as the various Engineering Colleges of the sister Schools of SLU as well as government and nongovernmental research entities in the Cordillera Region. One key problem was the lack of faculty-researchers and lack of time to do research by the selected faculty-researchers due to minimal teaching load reduction. There was difficulty in scheduling the participation of outside experts in seminars/trainings geared for the advancement of the research skills of our faculty and staff, resulting in fewer seminars/trainings being conducted.

In Phase II, it was identified from Phase I that there was a need to continue

1. to upgrade existing curricular offerings and to offer new ones;
2. to upgrade research facilities and laboratory equipment for teaching purposes;
3. outreach and enhance linkages.

According to the project team, these planned results were accomplished in varying degrees. Four Graduate Programmes in Health (MS Pharm, MSMT, MS Env. Science, PhD Biol) and 5 in Environment (MEP in CHE, ECE, EE, IE, and ME) have been introduced⁷. Laboratories have been equipped. More research has been conducted and more research outputs have been realized. The number of faculty with MSc and PhD has considerably increased. Most scholarship studies took place in the Philippines, one PhD scholar went to Belgium.

However, some scholars did not finish their study programmes. Although the scholarships provided adequate financial support for the scholars, some have not graduated yet for various reasons which are beyond the control of the scholars themselves. Some scholars have completed their respective programmes but opted on paying their financial obligations to the University and VLIR rather than coming back to render their return service (3). Some scholars finished different courses from what was planned and approved (2). Other scholars were permitted to transfer to another school to finish their programmes.

The team believes that a well planned & properly implemented faculty and staff development programme linked to more critical selection of candidates could have produced better results.

For scholars who were able to complete their programmes, they were assigned to various key positions like Departments Heads, Research Coordinators and Graduate Programme Coordinators. Research units which were initially intended to cater to SLU researches, are now having extension

⁷ Please consult the 'List of abbreviations' for the full titles of the programs.

programmes for outside clientele and became income generating units.

During the course of implementation of the project, research agenda were formulated based on strengths and expertise of the IUC partnership. For example, the College of Natural Sciences of SLU focused on Biodiversity, Natural Products, Environment and Health Research Activities. The College of Engineering and Architecture of SLU focused on Urban Planning and Environmental Engineering. Faculty and staff of CNS and CEA underwent trainings, scholarships, and recycling programmes which are aligned to the research agenda.

The minimum requirements in terms of infrastructure and capacity building to attain the deliverables have been met. The expenses remained within the budget allocations. Outputs could have been maximized if the needed infrastructures were acquired on time and scholars would have graduated as scheduled.

The project successfully engaged in collaboration with BSU through joint teaching and research activities. Together with BSU and the Cordilleras University SLU participates in the Master Degree programme on Mountain Engineering. A joint research proposal was submitted for funding to CHED.

The collaboration with the Flemish partner was helpful but remained restricted to the inputs of the project leader and two teaching visits. The communications with the project leader were useful in prioritizing activities and providing overall guidance. The SLU thinks that more teaching visits should have been incorporated in the project activities. These visits would have enabled more staff in the Philippines to benefit from the expertise of the visiting professor than is the case of individual recycling or long-term scholarships. The Health team experienced that Belgian universities not always had the kind of education and training courses that SLU was looking for.

The Health team would like to further strengthen its expertise in Molecular Biology and Alternative Medicine; the Environment team in GIS.

Box 3. Examples of development impact cited by the project team⁸

"We believe that the projects on Health and Environment have been successful in terms of raising public awareness through dissemination of research outputs by publications and public consultations. Based on the research outputs, local government units revised and formulated new guidelines regarding farming practices and disposal of pesticide containers by putting into place material recovery facilities. Furthermore, local police units developed new technologies in monitoring peace and order in the City of Baguio".

"Dissemination of research outputs to farmer groups and local government officials encourage them to observe safe practices on the use of pesticides and fertilizers".

"Formulation of updated crime map of the City of Baguio, aided the law enforcers to document, monitor and predict the occurrence of crime in the city".

Assessment of KRAs Project 6 - SLU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	Research papers were published in local and international journals. Research outputs were presented in local, regional, national and international conferences; abstracts, full papers included in conference proceedings; student and faculty researches won awards in regional and national levels.	4

⁸ Source: self assessment report Project 6 SLU.

	One (1) full paper was published in a conference proceeding ; five(5) as conference abstracts; three (3) are published in journals. One (1) research paper was published in the Northern Research Journal. One (1) research paper was published in an international journal. There were nineteen (19) paper presentations and 5 poster presentations related to researches in health and environment, as well as eight (8) oral presentations.	
KRA 2: Teaching	11 New Master Degree programmes (4 Graduate Programmes in Health and 5 in Environment) were set up; faculty sharing between SLU/BSU has been implemented; 13 laboratory manuals were developed. About 22 professors from other institutions have been invited to teach in the CNS Grad programme.	4
KRA 3: Extension and outreach	Every summer, NSRU conducts free lectures and demos on lab procedures for science teachers. Free consultation in relation to investigatory projects for high school students all over the region is provided by the NSRU staff. Outreach activities were carried out for communities in Baguio and Benguet. Since many of the researches that were undertaken are community-based, the activities were intertwined with outreach missions that required linkage with LGUs.	4
KRA 4: Management	MOPG's were developed and are now used in the college and in the research lab.	4
KRA 5: HRD	Many but not all of the faculty scholars graduated. 3 PhD and 9 MSc scholarships have been successfully completed. 3 PhD and 1 MSc scholarships were still ongoing. Faculty and staff benefited from trainings in their field of specialization. Ten (10) research competency and skills training courses were attended by NSRU researchers and technicians outside SLU. Eight (8) training courses were conducted for EUPRL/ERL Researchers.	3
KRA 6: Infrastructure	The AVR, instructional laboratories and research laboratories have adequate upgraded equipment. 10 AV equipment have been added to the limited equipment available in Phase I. 50 new microscopes of different types were purchased and assigned. 21 other different equipment needed for teaching purposes were also acquired. Research equipment including hardware and software were installed at the EUPRL and ERL.	4
KRA 7: Mobilisation of additional resources/ opportunities	SLU has created a Research Fund.	5

Qualitative evaluation Project 6 - SLU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The quality of instruction has improved as a result of capacity building of faculty and staff and also because of improved lab facilities and equipment. Research and	4

	extension activities were needs – based.	
2. Effectiveness	The project achieved its objectives with the exception of the HRD component. The inputs from the Flemish partner were not always adequate in terms of content and mode of delivery.	3
3. Efficiency	The expenses remained within the budget allocations. Outputs could have been maximized if the needed infrastructures were acquired on time and scholars would have graduated as scheduled.	3
4. Impact	The VLIR scholarships increased the number of faculty with MSc and PhD required to open new graduate courses. The acquisition of research/ lab equipment increased research output and increased involvement of faculty and students in research. The instructional process was likewise enhanced. The Medical Technology curriculum and internship training programme of Saint Lois University are used by other schools of Medical Technology as a model in formulating their own. The data generated and processed by the Urban Planning Research Laboratory and Environmental Research Laboratory are used by other universities as base line data for their research projects.	4
5. Development relevance	The researches undertaken are relevant to the health and environment in the Region (CAR). The outreach activities are organized to meet the needs of the communities.	4
6. Sustainability	More faculty can now enroll in graduate programmes at SLU since many new courses have been opened. The NSRU generates income which can be used to sustain its operations. ERL/EURFL have the same potential. SLU has established a Research Fund and provides incentives for doing research.	5

Overall assessment of the project:

- The project has been very successful in setting up of 11 new Master Degree programmes (4 Graduate Programmes in Health and 5 in Environment),
- It has provided the necessary infrastructure to do research and stimulated the staff to publish research results.
- SLU has created a research fund and incentives for doing research.
- The number of MSc and PhD holders has been considerably increased.
- Some scholars did not finish their studies.
- Joint teaching and research activities are being conducted with BSU.
- Prospects for sustainability are quite good.

2.11. Project 6. Semi-Temperate Vegetable Research and Development - BSU

Objective:

- To establish the Semi-Temperate Vegetable Research and Development Center (STVRDC). The Center will be made operational by organizing its manpower and providing its physical structures such as office, laboratory, nursery and greenhouses. Ultimately, international recognition of the STVRDC by the research, development and extension community is being aimed at.

In Phase II of PIUC, STVRDC was made operational by organizing its manpower and providing its physical structures such as office, laboratory, nursery and greenhouse. Human resource development and upgrading of infrastructures and facilities resulted in the upgrading of the quality of instruction and research in the University. Technologies generated were also disseminated to the farmers and other stakeholders through trainings, radio broadcasts and production of IEC materials. Because of the quality of the research outputs, the researchers and the University were given awards by the regional and national award giving bodies. This opens the door for national and international partnerships and collaboration.

The College of Agriculture, College of Arts and Sciences including the Research and Extension Sector of the University benefited much from the capacity building opportunities provided through the project. Two PhD scholarships were granted under the project. One in Belgium and one in the Philippines. Both candidates are supposed to complete their degrees in April 2010. Research aides hired for the project were allowed to pursue their MS degrees effective November 2005. Three of them finished: one (1) in 2007, and two (2) in 2008; three are on-going, two are in the process of data gathering while one is already in data analysis and manuscript writing. However, due to the completion of the IUC project, two research assistants left the project for some personal reasons of their own. Currently, two former research staff are still with BSU.

Since 2005, the Department of Plant Pathology of BSU has been planning to offer Ph.D. by research. After experiencing some delays, the new programme is ready for presentation to the Board of Regents (BOR) for implementation during the second semester, 2009-2010.

The Phase II activities have illustrated the relevance of cooperation/ partnership between BSU and SLU. For instance, two researchers from BSU were invited to teach in the Graduate School of SLU. In addition, one MS student from SLU availed of financial and technical assistance from BSU-STVRDC. Similarly, one PhD student from BSU utilized the facilities at SLU in the conduct of her dissertation.

According to the project team, the project experienced two types of implementation problems: delayed release of funds due to differences in financial management of BSU and SLU and diminished interest/commitment of the research staff. Some of the staff left the projects for greener pasture and security of tenure.

Looking in hindsight, the team would have requested to release the budget directly to BSU and to include commitment in the criteria for selection of research personnel. Some of the research aides failed to finish their masteral studies, hence the lesson was learned that it is needed to let them sign appropriate contracts or agreements.

For 5 years, Project 6 received the bulk of the budget allocation for BSU because of infrastructures and equipment. These improved facilities attracted students to enroll in agriculture. Likewise, many faculty members became more driven to conduct research. The exposure of the faculty members /researchers to new technologies and innovations greatly affected their desire to prepare proposals for possible funding.

Technologies developed were disseminated to the clientele through the conduct of trainings, production of IEC materials and radio broadcasts. In addition, researchers assisted walk-in farmers and other stakeholders in their problems on pests and diseases, soil analysis and identification and phytochemical analysis of indigenous vegetables.

Box 4. Impact from the project's activities⁹

"We would like to say that five (5) years is not enough to measure the impact of our research activities on the target clients. Having farmers as our external stakeholders, our answer would be fairly successful. Most of the researchers started on very basic research endeavors and conducted only the on-farm trials toward the second or third year of implementation. Although we have shared the information and the technologies developed through trainings, production of IEC materials, and radio broadcasts, some of these were not adopted yet on large scale production by the clients. Except for organic potato production, where the farmers have been involved in variety evaluation and selection and later produce their own planting materials for sale to the other farmers, the others remained to be just sharing of knowledge with limited adoption. Nevertheless, because of our research outputs, the researchers were able to change the attitude of some of the farmers. For instance on fertilization studies, the researchers were able to show that reducing the fertilization rate to 50% (in balanced fertilization strategy), the farmer would be able to get an ROI of 90.1% compared to 33.3 % in their usual practice. This serves as an eye opener to the farmer that too much application of fertilizer will not give the expected yield increase, hence this so-called luxury consumption of fertilizer is actually just a waste. In addition, in our project on nematode management, through the bulletin and poster that were prepared, the farmers (and even the technicians) were enlightened that the insect maggots that attack their carrot plants were actually root knot nematodes."

The communication between the Northern partner and the Southern counterpart has been very good although there were times when the Flemish team leader was hard to reach, especially towards the end of the project. However, the team appreciated very much the Flemish involvement in project level vision development, planning and budgeting.

The project opened the door for international networking opportunities. For instance, some of the researchers have been invited to serve as peer reviewer in an international journal. Likewise, some researchers were able to establish partnership/ collaboration with AVRDC, and Neys-van Hoogstraten Foundation, VLIR, etc.

With financial support from VLIR-PIUC, a number of manuals have been prepared, one of which is the Research and Extension Manual of Operation (REMO). This serves as the team's bible in the implementation of research and extension activities and therefore will be maintained and updated on a regular basis using the University's budget.

The University has its own human resource development programme for each college and institute. Further, it has its operating budget from its income generating activities as well as its regular partners and collaborating agencies. Very likely, this will ensure the maintenance and updating of its management practice, internal service and research capacity.

The collaboration with SLU has taken shape: two BSU faculty teach in a SLU graduate programme and one SLU students is following courses at BSU. The contacts with BSU have made SLU aware of the benefits of collaboration and has opened the way for joint research activities.

Assessment of KRAs Project 6 - BSU

Key result areas	Indicators (quantitative and full descriptive data)	Score
KRA 1: Research	A number of significant research outputs have been presented in national and international fora / conferences. 18 Articles were published in local and 2 in international peer reviewed journals. 17 Conference abstracts and 17	5

⁹ Source: self assessment report Project 6 BSU.

	conference papers were prepared. Because of the quality of research outputs, the University and its individual researchers/ faculty members were recognized by both regional and national award giving bodies (CHED Best HEI Research Programme Award).	
KRA 2. Teaching	The syllabi for 11 undergraduate and graduate courses in agriculture were updated incorporating the latest findings in the field of semi-temperate vegetable production. In addition, 4 books or reference materials were published to further improve instruction. The use of computer- assisted teaching materials and improved facilities for research attracted more students to enroll in Agriculture.	5
KRA 3: Extension and outreach	Extension services are being rendered to the communities of Benguet and other provinces in CAR. This is being done through the production of IEC materials, conduct of trainings, and harvest festivals and establishment of demo farms to showcase the new technologies developed. Dissemination of new information / technologies is also being done through the radio programme “BSU on the Air”. Likewise, the STVRDC Central Service Laboratory is serving the community through nutrient/ phytochemical analyses and plant pest and disease diagnosis with proper management recommendation.	5
KRA 4: Management	The project contributed in the development of university policies which are incorporated in the published Research and Extension Manual of Operation (REMO). This resulted to better governance/ management.	5
KRA 5: HRD	During the period, 4 research staff finished Master of Science. Two PhD candidates are still on-going. Three staff availed of thesis assistance from the project (2 MS and 1 Ph.D.). In addition, four faculty members were recipients of the recycling scholarships.	3
KRA 6: Infrastructure	The University was able to construct 1 unit state of the art greenhouse and a nursery for its R & D activities on semi-temperate vegetables. STVRDC has also a presentable office, a central service lab with the needed equipment for nutrient and phytochemical analysis and plant pest and disease diagnosis.	4
KRA 7: Mobilisation of additional resources/ opportunities	Five spin- off projects were realized during the PIUC period: 2 international and 3 national projects. In addition, two proposals are presently being prepared to ensure the sustainability of the Center. These will be submitted to the Research Initiative Project (RIP-VLIR) and the International Monsanto Fund Grant (IMFG).	5

Qualitative evaluation Project 6 - BSU

Qualitative evaluation criteria	Indicators / Comments	Score
1. Quality	The quality of education has been significantly improved through the acquisition of the needed equipment, strong faculty development and the provision of improved facilities	5

	for research and instruction. This is contributory to the awarding of NUCA (National University College of Agriculture) in CAR to BSU under the National Agriculture and Fisheries Education System (NAFES) Programme and Center of Development in Agriculture Education (COD) from 2008 to date by CHED.	
2. Effectiveness	Most planned results (except HRD) have been achieved. In research and training more was achieved than planned. The right things were done.	4
3. Efficiency	Resources provided by project 6 were efficiently used. In addition, the experience gained during the PIUC period contributed greatly to the efficiency of STVRDC management.	5
4. Impact	The project contributed greatly to the attainment of SUC level 4 by BSU brought about by various awards garnered by the University and its individual researchers/ faculty. The high quality research outputs are also attracting additional funding agencies leading to new projects/ programmes for implementation.	5
5. Development relevance	Generated information / developed technologies are relevant to the service communities. For instance, the use of potato varieties suitable for organic production, natural enemies and biocontrol agents for pest management and utilization of indigenous vegetables would improve farmers income and restore the integrity of the environment.	4
6. Sustainability	Aside from the budget allocation and personnel provided by the University to STVRDC, sustainability will be assured through the spin-off projects. In addition, the equipment purchased through PIUC could be used in income generating activities like nutrient and phytochemical analyses, as well as insect pest and disease diagnosis.	4

Overall assessment of the project:

- The project achieved more results (research and training) than planned.
- Staff development through PhD scholarships experienced delays.
- STVRDC has been made operational by training and upgrading of infrastructure and other facilities.
- Extension services are being rendered to the communities of Benguet and other provinces in CAR.
- Awards were received for the quality of the research undertaken.
- Collaboration with SLU in teaching and research is ongoing.
- Prospects for sustainability are good.

2.12. Combined performance

Overall results

1. In the previous Paragraph the achievements of the projects have been assessed, including their scores against qualitative indicators. The scores for the projects are summarized in the table below.

Table 1. Overview of qualitative evaluation scores for all projects

Qualitative evaluation criteria	Pr 1	Pr 2 SLU	Pr 2 BSU	Pr 3 SLU	Pr 3 BSU	Pr 4 SLU	Pr 4 BSU	Pr 5 SLU	Pr 5 BSU	Pr 6 SLU	Pr 6 BSU
1. Quality	4	5	5	5	4	5	5	4	4	4	5
2. Effectiveness	4	4	3	5	4	3	4	4	4	3	4
3. Efficiency	4	4	4	4	4	4	4	4	4	3	5
4. Impact	5	4	4	5	4	4	5	4	4	4	5
5. Development relevance	4	+	+	4	4	4	5	4	4	4	4
6. Sustainability	3	4	3	4	4	3	4	4	4	5	4

Score	VLIR-UOS definition	Evaluators' definition
1	(very) poor	<i>results have not been achieved as planned</i>
2	insufficient/low	<i>results are below planned expectations</i>
3	Sufficient	<i>results achieved almost as planned</i>
4	good/high	<i>results were achieved as planned</i>
5	excellent/very high	<i>results achieved were better than planned</i>

The overall scores for the projects are good. This is not only the perception of the project teams but is also confirmed by a comparison of the planned results with the achieved results for each project. Especially for the first four qualitative indicators, the projects score highly which is a clear sign of the good implementation of the projects. The scores for 'development relevance' and 'sustainability' are also high. For the service projects, development relevance is harder to attain than for the academic projects. Academic projects provide critical support to the improvement of teaching, learning and research activities, in synergy with other projects in the PIUC programme and in general for the development of the University as a whole. The contributions of the service projects to social and economic development are indirect, but nevertheless significant.

As for the sustainability of the projects, all projects score fairly well due to the well planned institutionalization of the projects in the system and structure of the SLU and BSU and the capacity to maintain equipment and to develop supporting software. The financial sustainability of the project outputs varies. Obviously the high investment projects on ICT and library improvements need considerable funds to maintain and update that what has been acquired through the PIUC. However, strategies to tap additional income from the use of the facilities have been developed and introduced.

Slightly lower scores in some of the projects have to do with unfinished scholarships sponsored by the programme.

2. The achievements in terms of staff development

Table 2 . Scholarships of SLU and BSU staff members under the PIUC programme

SLU scholarships	Status			
<i>Typology</i>	<i>Finished</i>	<i>Interrupted</i>	<i>Ongoing</i>	<i>Total</i>
PhD (4 in Belgium)	7	1	9	17
MSc (1 in Belgium; the rest in the Philippines)	18	4	4	26
Other (short study visits)	13			13
Training in Belgium (technical, admin..)	28			28
<i>Total</i>	<i>66</i>	<i>5</i>	<i>13</i>	<i>84</i>
BSU scholarships	Status			
<i>Typology</i>	<i>Finished</i>	<i>Interrupted</i>	<i>Ongoing</i>	<i>Total</i>
PhD (4 in Belgium; 2 in the Philippines)	2	1	3	6
MSc (3 in Belgium; 8 in the Philippines)	7	1	3	11
Other (short study visits)	4			4
Training in Belgium (technical, admin..)	43			43
International training elsewhere	58			58
<i>Total</i>	<i>114</i>	<i>2</i>	<i>6</i>	<i>122</i>

The names of the scholars and courses which they attended can be found in Annex 3.

The table clearly shows the problems which the programmes has experienced in scholars not finishing their studies (in time). The reasons given point at unreliable supervision in locally pursued studies, insufficient motivation of the selected candidates and personal problems. A more strict selection process and pay-back mechanisms which have been applied in Phase II seem to have had positive effects.

3. The achievements in terms of publications

Table 3. Publications by the SLU and BSU projects (combined)

KRA	Project 1	SLU 2-6	BSU 2-6	Total
KRA 1: Research > Articles in international peer reviewed journals (13)	1	14	4	19
KRA 1: Research > Articles in national peer reviewed journals (14)		5	7	12
KRA 1: Research > Chapters in books (based on peer review) (17)	3	1	2	6
KRA 1: Research > Conference abstracts (16)	1		18	19
KRA 1: Research > Conference contributions (posters, lectures) (19)		2	1	3
KRA 1: Research > Conference proceedings (full paper) (15)		8	12	20
KRA 1: Research > Other (21)				
KRA 1: Research > Research Article in International Peer Reviewed Journal (19)				
KRA 1: Research > Working/ technical	1	1	2	4

papers/ popularising literature/ articles in national (57)				
Total	6	31	46	83

The harvest of publications by the staff of the projects is substantial and more or less in line with what was planned in the projects. However, the Flemish promoters are of the opinion that more could have been achieved if the Philippine researchers had focused less on applied research and extension activities. As has been explained elsewhere, the community service orientation is embedded in the missions of both universities. The attention for extension and outreach by both universities is clearly indicated by the number of extension and outreach materials that has been produced by the PIUC projects.

4. The achievements in terms of instruction and extension

Table 4. Teaching and extension materials developed by SLU and BSU projects (combined)

KRA	Project 1	SLU 2-6	BSU 2-6	Total
KRA 2: Teaching > Courses/training programmes developed (22)	1	49	17	67
KRA 2: Teaching > New or substantially updated curriculum (23)			12	12
KRA 2: teaching > Textbook development (24)			4	4
KRA 2: Teaching > Laboratory manuals (26)		19		19
KRA 2: Teaching > Learning packages developed (distance learning, CD-rom etc.) (25)		1	1	2
KRA 2: Teaching > Other (29)	2		21	23
KRA 3: Extension and outreach > Leaflets, flyers or posters for extension (30)			28	28
KRA 3: Extension and outreach > Audio visual extension materials (33)		1		1
KRA 3: Extension and outreach > Consultancy/ contract research (34)		1	3	4
KRA 3: Extension and outreach > Manuals or technical guides (31)		3		3
KRA 3: Extension and outreach > Workshop or training modules package (32)	4	1	27	32
KRA 3: Extension and outreach > Other (36)	5		2	7
Total	12	75	115	202

3. Evaluation findings: the programme

3.1. Added value of the VLIR-PIUC programme

The overall value of the VLIR-PIUC programme may be seen in terms of how the two universities developed to enable them to fulfill their development role for the region and the country. A key focus would be on the impact of the upgrading of capabilities to deliver quality and relevant education, research and extension, on improved effectiveness in the educational delivery of the university stakeholders namely the faculty and staff. Impact on students may be gleaned through the quality of academic programmes and the performance of graduates in government licensure examinations. For the farming population in general, the overall value of the VLIR intervention may be gleaned on how the two universities are able to address needs through a more rigorous and capable problem-based research and extension.

To provide a context to understand the overall value of the programme, the regional and national development goals are presented. It will be against these goals that the achievements of SLU and BSU will be viewed to provide a perspective on their performance of their development roles.

3.1.1. Regional and National Development Goals

The 'Medium Term Philippine Development Plan, 2004 – 2010', identified five key strategic directions that the higher education system must address to respond to the country's development goals. These areas are:

- (a) broadening of the access of economically and socially disadvantaged groups to higher education;
- (b) the expansion of alternative learning systems and alternative delivery modes for higher education;
- (c) making higher education curricula more responsive to industry and national development needs and comparable to international standards;
- (d) intensifying cultural research, especially on the ethno linguistic groups; and
- (e) the incorporation of values formation in the Programme of Instruction (POI) in the NSTP and other relevant subjects.

Within the context of these directions, CHED (www.ched.gov.ph/medterm_plan.html) recognizes that the most pressing challenges faced by the higher education system in the next five years are as follows:

- a. to respond critically and strategically to the human resources development challenges from both the domestic and international arena;
- b. to be more proactive in mobilizing knowledge to directly contribute to productivity, by re-orienting university-based researches and development towards systematic and purposive utilization of research outputs to generate employment and support poverty reduction; and
- c. to assist in the overall effort of the national government to attain social, bureaucratic and fiscal reforms through human development and effective and efficient management.

The CAR Updated Regional Development Plan (2008 – 2010), on the other hand, identified five strategic areas to ensure the quality, relevance and responsiveness of tertiary institutions in the region. These strategic areas are as follows:

- a. development of quality teachers and administrators;
- b. design of responsive and relevant curriculum;
- c. development of Centers of Excellence and Centers of Development;

- d. promotion of English as medium of instruction;
- e. networking with local government units and other educational institutions and agencies; and
- f. integration of technology.

3.1.2. SLU and BSU Strategic Plans within the Context of National and Regional Development Goals

3.1.2.1. St. Louis University Strategic Goals

To respond to national and regional development goals, the Strategic Plan of St. Louis University (2006 – 2011) defined as its core strategy the “transformation of persons and communities through Louisian education.”

The overall value of the VLIR-PIUC programme for SLU, lies primarily in its being able to affirm its role as a leading private university in the region in terms of quality and access; and in its transformation from a teaching-focused university to one with a very strong research-orientation. The successful implementation of the VLIR-PIUC projects, has likewise, enabled it to sustain its strengths in academics and community service. These may be gleaned from the achievements for each of the following strategic goals of SLU:

A. Quality education to meet national and international standards

The realization of this strategic goal is evident in the university’s recognition by CHED as an autonomous institution and as Centers of Excellence and/or Development for its various programmes; the accreditation status of its degree programmes; the outstanding performance of its graduates in licensure examinations; and the marked improvement in the profile of the college faculty in terms of academic qualifications which is higher than the national profile, and its designation by CHED as regional training center for graduate faculty in Engineering.

B. Greater access and significant services to communities

The University’s significant share in the higher education enrolment in Baguio City (35.55%) and the region (24.85%) in 2008 – 2009 attests to the university’s ability to provide greater access to a larger sector of the population. This is also evident in its having been identified by CHED as the delivering institution for the Master’s programme in Biology and Engineering; and its being able to offer new graduate programmes relevant to the needs of the region and specific sectors in society.

The strategic goal of providing significant services to communities has been realized through the implementation of innovative programmes that are responsive to the needs of the marginalized sectors in society and for those with special needs; the implementation of collaborative development projects with local government and other agencies; and the recognition it has received for the quality of, and contributions to socio-economic development of its community extension programme.

C. Effective and efficient Structures to achieve the institution’s vision-mission

The overall value of the VLIR-PIUC programme is seen in the shift in SLU’s orientation from a teaching institution towards a research university; the establishment of Research Centers and the institutionalization of structures, policies and strategies to ensure their sustainability; the increase in research outputs of faculty and their engagement in collaborative research projects with academics from universities in the Philippines and other countries.

This is also evident in the continuing development of faculty and administrators; the institutionalization of the HRD programme, and the formulation of manuals and operating procedures provide foundations for effective and efficient structures within the university. Structures for meaningful collaboration with government agencies and local government units

and other universities have also been put in place. The integration of technology has enhanced teaching and learning and the delivery of services to the academic community.

3.1.2.2 Benguet State University Strategic Goals

As an agent of regional socio-economic development, the university, in collaboration with local government units has designed and implemented projects aimed at improving the quality of life of the Cordilleran and the socio-economic and cultural development of the citizens in the various municipalities of Benguet. Local government officials informed the evaluation team that through the various projects that it had implemented, BSU has contributed significantly to the improvement of the quality of life of their constituents as evidenced by their improved agricultural productivity, gradual adoption of ecologically sound, profitable and conservation-oriented farming systems suited to the highland areas, and the development of clean and safe surroundings, and engaging in practices and lifestyles that foster health and wellness, and active participation in community initiatives. These observations were confirmed by the farmers themselves during interviews and meetings held during the site visit of the evaluation team.

Over the past few years, BSU has been able to affirm its role as a leading state university in terms of quality and access. This is evident in the numerous recognitions it has received from the Commission on Higher Education, the accreditation of its academic programmes, and the performance of its graduates in government licensure examinations. In terms of access, BSU students come from the lower socio-income groups and it has the biggest enrolment among SUCs in the region. As a result of the PIUC exposures, curricular offerings in the different colleges have been updated, and new courses have been offered. These degree programmes are relevant and responsive to the development needs of the region (i.e., semi-temperate agriculture).

Through the VLIR-PIUC programme, the following specific strategic goals of BSU have been realized:

- A. Offer relevant curricular programmes and enrich existing programmes
BSU provides access to students from the lower socio-income groups and it has the biggest enrolment among SUCs in the region. As a result of the PIUC exposures, curricular offerings in the different colleges have been updated, and new courses have been offered. These degree programmes are relevant and responsive to the development needs of the region (i.e., semi-temperate agriculture).
- B. Form competent faculty and staff
The VLIR project has provided opportunities to form competent faculty and staff through short-term recycling and long-term scholarships. This has enabled the university to maintain a corps of academic faculty whose academic profile of *is markedly higher than the national profile in 2009 – 2010*. A critical mass of university officials have also been given the opportunity for training in leadership and management and can be called upon to assume positions of responsibility when deemed necessary.
- C. Produce globally competitive graduates
The good performance of graduates in the government licensure examinations is a manifestation that BSU is moving towards the realization of this strategic goal.
- D. Engage in quality, responsive and functional research and extension services; provide policy support for regional development
With VLIR funding, research culture has been sustained as reflected in the significant number of research outputs by faculty that have been published or presented in local and international conferences. These researches also provide bases for sustainable and productive agricultural practice in the region; and for policy development in agriculture and other related areas. The engagement of faculty in collaborative research projects with academics from other universities in the Philippines and other countries, the institutionalization of strategies, structures and policies

to ensure sustainability of research; and the recognition of research programme by CHED underscore BSU's realization of the above strategic goal.

In terms of extension services, achievement of the strategic goal is evident in the links between the university and local governments in implementing programmes for socio-economic development, the research-based information that have been disseminated to farmers and other stakeholders to improve agricultural practice, and the recognition that has been received from the provincial government for the extension programme jointly implemented with SLU

E. Provide state of the art infrastructure and facilities

Through the VLIR-PIUC programme, the university has acquired computers and equipment; a LAN has been established, and on-line learning management system has been introduced to enhance teaching and learning. Various laboratories (IT, Agriculture, etc) have been equipped with up-to-date equipment to support instruction and research activities of the faculty. The library has installed an integrated software for library management and has acquired multi-media facilities. ICT has become an integral part of university operations and the university serves as ICT Training Center for government agencies, academic institutions and the private sector.

For both institutions, the overall value of the VLIR-IUC programme may be seen in the opportunity that it provided to collaborate and engage in mutually beneficial projects. This opportunity laid the foundation for evolving a model for meaningful collaboration between a private and state institution and foreign partners. The results can provide data for research to develop a case study on collaboration to generate a theory on inter-university collaboration, provide insights on the dynamics of collaboration such as guiding principles, management and operations, financing, and the cultural dimensions of collaboration, among others.

3.1.3. SLU and BSU Contributions to Regional and National Development Goals

Universities in a developing country like the Philippines are expected to contribute to the realization of regional and national development goals. Based on the self-evaluation reports interviews with university administrators, faculty and staff, and documentary analysis, the VLIR-funded projects enabled St. Louis University and Benguet State University to respond to national and regional development goals.

From the above list of achievements, it may be inferred that the VLIR programme has contributed significantly in enabling the two institutions to perform their roles in national and regional development. The projects aimed at upgrading the capabilities of BSU and SLU to deliver quality and relevant education, research and extension had positive impact on the administrators and faculty as reflected in their achievements in various areas e.g. such as research outputs, publications, etc.). On the part of the students, their performance in government licensure examinations is an indicator of the impact of institutional development. The two universities' ability to address the needs of the larger community are reflected in their offering of relevant degree programmes, research and extension services which have received recognition from government agencies. These achievements indicate that the VLIR investments for the various projects had a significant impact on these two institutions' development which enabled them to engage in initiatives and projects that made a difference on the lives of people within the university and the larger community.

3.2. The PIUC – SLU/BSU management set-up

The overall programme coordination and management was under the responsibility of a Flemish coordinator and two local programme coordinators. The Presidents of the two universities were closely involved in the overall supervision of the programme. For each project, a Flemish project leader was also assigned to work closely with the local project leaders. It is to be noted that, in the

overall management and implementation of the project, the local project leaders received a large amount of freedom from the Flemish project leaders. This allowed the project leaders and those involved to consider whenever possible, the local specific circumstances in which the projects were to be carried out. While the inclusion of two universities in one IUC partnership made the programme more complex, the integration of PIUC programme Management in Project 1, provided numerous opportunities for joint planning, team building, training and research activities contributing to the strengthening of the SLU-BSU Network.

The assignment of senior administrators of SLU and BSU as project leaders was a positive factor in the overall coordination and management of the programme. Their positions in the university hierarchy gave them a panoramic perspective of the institution's development needs and thrusts. To a large extent, this ensured that the projects that were implemented were aligned with the institution's vision and strategic goals. However, given the many other tasks and responsibilities that they had to perform, the full potential of the IUC partnership may not have been optimally utilized. This could have been addressed if a full-time manager financed by the programme was assigned as is the case in the more recent IUC partnerships.

The coordinators and project leaders for the programme and various projects are presented in the table below.

FLEMISH coordinator	LOCAL programme coordinators
Prof. Dr. Dirk De Waele (KULeuven)	Dr. Noel De Leon Saint Louis University Dr. Darlyn Tagarino Benguet State University
Flemish project leaders	Local project leaders
Prof. Dirk De Waele (Institutional Management, Policy Development and IUC Management)	Dr. Darlyn Tagarino (BSU) Ms. Geraldine Sanil (SLU)
Prof. Tom Dhaene/ Prof. Jan De Sitter (ICT Development)	Ms. Flordeliza Naje (BSU) Ms. Cecilia Mercado (SLU)
Prof. Raf Dekeyser (Library Development)	Ms. Teresa Marquez (BSU) Dr. Wilfried Vanhoutte (SLU)
Prof. Jacques Viaene (Socio-Economics Research and Development)	Dr. Marie Klondy Dagupen (BSU) / Dr. Darlyn Tagarino Dr. Reynaldo Bautista (SLU)
Prof. Dirk De Waele (Health and Environment)	Dr. Carlito Laurean (BSU) Dr. Gaudelia Reyes (SLU)

3.3. Planning and programmemeing

The adoption of the Project Management Cycle and the Logical Framework in Phase II enabled the two universities to use their respective strategic plans as reference point in the design of projects and activities. The projects developed and the activities that were implemented were fully in line with the vision-mission and strategic goals of SLU and BSU. Furthermore, this allowed for quantification and monitoring of results through objectively verifiable indicators. The opportunity given to the local partners to identify the projects that they considered relevant vis-à-vis their vision-mission and strategic goals reinforced the concept of co-ownership between the North and South partners. However, the limited involvement of local key stakeholders in programme planning resulted in low

levels of ownership and commitment in the early stages of programme implementation as some sectors of the university felt that they were not directly benefitting from the IUC partnership.

In general, the expertise provided by the North were relevant and contributed to the realization of project targets in terms of desired skills, knowledge and competencies. This provided a good balance between the academic, research and development interests of the partners in the North and the academic, research and development needs of the partners in the South. In some areas, however, such as institutional management and HRD, the expertise provided by the North was less relevant and less strong compared to other areas such as library and ICT development, socio-economic and agronomic research. There were also instances when the matching process between the partners' expertise and the local project focus was not addressed at the start of the programme resulting in unproductive periods (as in the case of some recycling scholars) and questions on budget allocations.

The regular and joint monitoring of the status of the various projects ensured that activities were implemented as planned. One concern that was raised in this regard was the volume of paperwork that the project monitoring process entailed for the team leaders and members in the North and in the South.

The Flemish overall coordinator of the PIUC combined this task with the leadership of projects 1, 2 and 6. Although this carried benefits in terms of better coordination among and synergy between these projects, the disadvantages are also evident. The coordinator/project leader had less time to spend on each project than the leaders of other projects. This became even more apparent during the last stage of the programme when circumstances forced him to spend less time on the PIUC. Fortunately, the local project leaders were capable enough to proceed with the agreed project implementation without intensive guidance. Another disadvantage was the fact that the coordinator/project leader could not give the required level of content advice in some of the projects. This has been reported by the local project teams of Projects 2 and Project 6 at SLU. If more Flemish expertise had been involved in the planning and implementation of these projects (even) more results could have been achieved.

The integration of the aspect of sustainability in project identification and development is a positive element of the planning process. This made each university identify specific strategies to be adopted to ensure that projects continue after the termination of the PIUC programme. The assessment of the local leaders and team members of programme assessment is presented in the Table below.

Programme management assessment

1. very weak; 2. weak; 3. neutral; 4. strong; 5. very strong

	Score (1 to 5)	Short explanation
Communication, monitoring and critical review	4	The team members in the South were treated as equals by the team members in the North. While due to the busy schedules of some of the Flemish project leaders some emails went unanswered and there were also delayed responses, they nevertheless were always available when really needed. The expertise of the Flemish promoters is a strength as they really gave critical and useful reviews of the activities being undertaken in their respective areas.
Planning and budgeting	4	Use of PCM and logical framework facilitated alignment between planned activities and required resources. Overall the various projects allocated and even shared funds among themselves to activities that yielded good results. The local partners have

		received a large amount of freedom from the Flemish project leaders.
Flexibility and pragmatism	4	Flexibility and pragmatism were allowed during the implementation of the projects within each period. While most were planned changes, the unplanned changes especially those brought about by the external environment, were well accommodated at the start and even during the implementation stage.
Consultation and participation	4	Consultation between North and South project leaders and partners and between SLU and BSU stakeholders was integral part of project development process. Maximum participation of the concerned university constituents was made in the planning and conduct of activities such as the training programmes.
Result tracking	3	Logical framework proved to be a good basis for tracking results. However, it was not always easy to systematically record results. Efforts were made to keep a complete record of activities and beneficiaries as these regularly formed part of the annual reports that were submitted. Some impact assessments were done on the research and extension activities as part of result tracking. The reporting involved a lot of paperwork.
Academic standards	4	Implementation of projects and activities were done within the purview of university policies, norms and guidelines. The elevation of BSU to a Level 4 status by CHED is proof of the improvement in academic standards as a result of PIUC.

3.4. Financial management

The programme had an approved budget of Euro 3,025,443 Euro. 94.3 Per cent of that amount has been spent during the implementation period as can be seen from Table 2. A high percentage of the expenses took place in the Philippines. A contributing factor has been the decision of the partners to have a considerable number of SLU/BSU staff trained in the Philippines rather than in Belgium. Greater value for money was expected from this decision. This has not completely come true as quite a number of scholars in the Philippines did not finish their studies.

Table 2. Approved budget and expenses of VLIR-PIUC Phase II

Year	Approved budget	Expenses in EUR		Total (b) + (c)	Difference	
		Belgium	Local		(a) -(d)	%
	(a)	(b)	(c)		(e)	(e) of (a)
AP2004	745,000.00	140,197.53	555,352.36	695,549.89	49,450.11	6.64%
AP2005	745,000.00	121,407.34	564,000.09	685,407.43	59,592.57	8.00%
AP2006	635,001.00	95,864.24	505,651.34	601,515.58	33,485.42	5.27%
AP2007	543,137.00	108,199.87	432,426.43	540,626.30	2,510.70	0.46%
AP2008	357,305.00	74,352.98	255,015.97	329,368.95	27,936.05	7.82%
Total	3,025,443.00	540,021.96	2,312,446.19	2,852,468.15	172,974.85	5.72%
% Expenses made locally			81.07%			

Analysis of the actual budget and expenses show that in general, the approved annual budgets were not spent in full. Over the 5-year period, the only negative variance of -5.64% was incurred by BSU for Project 4 (Library Development). This variance was due to budget realignment which was approved by the Flemish partners. Projects 5 and 6 had the largest percentage of unused budget due to some factors directly associated with the projects itself such as: the community focus of the project which require extensive consultation with the target beneficiaries, time constraints in view of the fact that outreach and extension activities are usually scheduled on week-ends so as not to conflict with other academic pursuits, and the distance of the project sites from the two universities. This lower utilization rate, however, did not affect the quality of the programmes and activities that were implemented as evidenced by the recognition that the two universities received for their socio-economic development programmes.

The project leaders suggested that the policy on 'non-carry-over' of unused funds at the end the fiscal year be reviewed to address situations when delays in implementation of certain project components occur due to unavoidable but valid concerns. Carrying unused funds to the next fiscal year may ensure that relevant activities are eventually implemented contributing to greater project effectiveness and efficiency.

Given the commitment of everyone involved to adhere to VLIR standard operating guidelines and procedures, and the expenditure trends that are generally within the approved programme and activity budgets, the quality of financial management may be considered 'Very Strong'. The project leaders and team members pointed out that, while adherence to the guidelines was the norm, flexibility was allowed whenever feasible, to ensure timely release of funds in the best interest of the partnership and the programme. The adoption of well defined financial toolboxes and the adoption of clear and precise budget monitoring tools contributed to the positive variances for all the projects over the 5-year period.

The project leaders and team members singled out consultation, in case of deviation and or financial request disapproval, as a positive feature of the financial management system. They were particularly appreciative of expeditious handling of the consultation process which ensured that projects were not adversely affected. In cases where realignments were proposed to meet unanticipated funding requirements, the approval of the overall coordinator, the Flemish project promoters, VLIR when warranted, were obtained, prior to actual expenditures. The engagement of an external auditor also ensured adherence to financial guidelines and procedures.

Based on the foregoing, the evaluation team's assessment of the Financial Management System is presented below:

Assessment of Financial Management System

1. very weak; 2. weak; 3. neutral; 4. strong; 5. very strong

	Score (1 to 5)		Short explanation
	Phase I	Phase II	
Adherence to agreed procedures (agreement, advice etc)	5	5	The agreed procedures were strictly followed by the financial management. VLIR was generally consulted on matters requiring clarifications on procedures and agreements. The ICOS of KULeuven has been very helpful on these concerns and was regularly contacted for advice.
Adherence to planning and budgets	5	4	Budgets are supposed to be programme-based but sometimes, what was initially planned did not necessarily materialize thus necessitating

			budget realignment. Budgets were closely monitored and the different activities were mobilized according to specified budgets for each year. However, not all available funds were spent each year. The overall coordinator introduced the use of the financial monitoring sheets that helped a lot in the assessment of the status of expenditures vis-à-vis budgets.
Quality of consultation in case of deviation and/or rejected expenses (by Flemish university, VLIR-UOS or DGDC)	5	5	The consultation in case of deviation and/or rejected expenses has been, in most instances, fast and smooth. Specifically, in case of unexpected deviations, the go-signal from the overall coordinator and concerned Flemish project leaders for the proposed realignments were always obtained.
Programme wide understanding of relevant definitions (budget lines, scholarship costs, etc.)	4	4	There was, in general, a good understanding of the relevant definitions. There was an orientation with all the local project leaders on the financial management system of the PIUC. Regular clarifications were made whenever misunderstanding of definitions occurred.
Clarity and transparency of programme level procedures	4	4	The programme level procedures are found to be generally clear and transparent but also sometimes tedious to follow. Some procedures are felt to be quite redundant. At university level clarity was achieved as the various project leaders discussed and allocated the yearly budgets with their team members.
Willingness to accommodate one another.	5	5	The willingness to accommodate one another was very high. The effort done by SLU in terms of financial management is well appreciated by BSU and the Flemish partners.

3.5. Management capacity improvements

In many areas (HRD, IRO, library, ICT, research, etc.) the competencies and skills of staff at both universities have been developed. At BSU, the IRO office has been. At SLU, the HRD office has been capacitated and is fully operational.

Management has been improved at both universities. At SLU, management strategies for managers at all levels have been discussed, written, disseminated and managers at all levels have been trained in management skills and competencies. The PIUC programme encouraged the university to develop and restructure its existing academic policies and merit systems to favor a climate conducive to research. It has published the first edition of university research manual and manual of operating procedures and guidelines for research. SLU has undergone re-engineering and paradigm shift in terms of its general policy statements and also with respect to the direction it wishes to pursue in the next century. In terms of research, new policies, procedures and guidelines were developed, such as: the creation of a university research council, the university also formulated its research agenda and adequate incentives for faculty and staffs were provided. Performance evaluation tools were re-designed to give due credit for publications and paper presentations. SLU similarly embarked on an aggressive policy of expanding its international collaboration and created the Office for Linkages and Exchange Programmes (OLEP) and the Institute for Foreign Languages and International Studies

(IFLIS). The Personnel Office was transformed into the Human Resource and Development Office (HRDO) to reflect changing priorities and proactive approaches; to assure recognition and accreditation of SLU's programmes and standards, an office was set-up, the Institutional Quality Assurance and Accreditation Office (IQUAAO). All of these developments likewise necessitated some changes in the financial and investment policies of the university.

BSU has developed institutionally through the improvement of the governance and administrative processes. Better governance was facilitated through the development of policies incorporated in the draft BSU Code, the published Research and Extension Manual of Operations, and the draft Income Generating Projects Manual. Financial protocols and improved routing and communication procedures have improved administrative processes. There are clear directions as set forth in the formulation of the university VMGO and medium and short-term plans. Moreover, creation of important offices such as the International Relations Office mainstreamed internationalization efforts of the university. While the BSU Code and the IGP Manuals are in still in draft forms, a number of the provisions herein that were thoroughly discussed are already policies approved by the Administrative Council and the Board of Regents.

3.6. Inter-university cooperation

Co-operation at several levels has been initiated between SLU and BSU. Both universities have jointly carried out outreach activities to disadvantaged communities in the region. In various areas synergy has been achieved. They include:

- Institutional management and policy development: the joint trainings on these topics helped strengthened the interaction, teambuilding, and communication channels essential to the effectiveness of the network. Both universities likewise learned from the experiences of each other on management and policy development.
- The ICT infrastructures of both universities were strengthened due to the sharing of expertise and the conduct of joint ICT-related workshops. The development of ICT tools and infrastructure enabled the delivery, sharing and efficient use of instructional and research materials for SLU and BSU.
- The inter-library loan agreement was reached; the development of the library website, gateway for electronic resources and the institutional repository of local research outputs of BSU and SLU by implementing the Libri-Source software; there were joint training for the modules of the Integrated Library System (ILS) and the Online Public Access Catalogue (OPAC) on the web for better access to both university library holdings by the users as well as the operation of the institutional repository of local research outputs.
- The project has enhanced teaching, research and extension outputs at SLU and BSU specifically in the area of socio-economics. Teaching will be the major emphasis but with greater research and extension involvement for SLU. In the case of BSU, research and extension will continue to be a major activity with additional emphasis on improved teaching methodologies with a strong research interface.
- Both universities shared academic expertise in the significant degree courses such as MS Biology, Master in Biological Sciences, BS Environmental Sciences, GIS, among others. In the same manner, short term training of faculty in the areas health, allied health, environmental awareness and environmental science. There were also joint researches and extension projects implemented.

However, as was mentioned earlier, Project 1 set has not managed to develop a model of inter-university cooperation on the basis of its experiences in Phases I and II. In order to sustain what has been achieved in terms of collaborative activities, SLU and BSU should formulate a collaboration framework (policy & strategy) that will ensure that collaboration between the two universities is institutionalized and pursued.

3.7. Lessons learned from implementation

The introduction of the PCM approach in the planning of Phase II proved instrumental in structuring the programme and bringing it more in line with the mission of the universities and the demands of the stakeholders. It was only then that it was realized that stakeholders who will be affected by the programme take part in putting together the programme and the drafting of specific activity plans.

Throughout the duration of the programme there has been a close attention to the sustainability of the activities initiated. SLU has developed plans and programmes to sustain what the IUC has started. To cite a specific example, the SLU- Cordillera Research and Development Foundation (CRDF) will be tapped to provide research grants to qualified faculty, staff and graduate students. To maintain contact and sustain the partnership with our partners from the North, they will be requested to peer-review the research manuscripts for possible publication in scholarly journals. If when and where ever possible, they will be invited as visiting lecturers for crash programmes. At BSU three projects were institutionalized, STVRDC, ICT and IRO. This means that the university has provided the necessary funds for human resources, facilities and fixtures to ensure that the operations of these offices will continue. The university, in fact, is continuing to allocate more funds to fill up the gap that will be left by PIUC. The university has also drummed up funds sourcing to ensure that additional funds will come in. Moreover, with the funding assistance, the library and ISRD were strengthened.

As SLU as well as at BSU, the presidents and the vice-rectors were closely involved in the IUC partnership. This has been crucial for the successful implementation of the programme and for sustaining its results.

The full potential of the IUC partnership has not been optimally utilized because of the lack of a local programme manager full-time financed by the programme (cfr the local programme managers in the more recent IUC partnerships). The programme was locally directed by two vice-rectors (which did a very good job) but which had many other tasks to perform in addition to the local leadership of the programme.

A greater number of training programmes on project management, implementation and evaluation could have been incorporated in the programme as not all project leaders are presumed to be experts on these aspects.

Too many scholarships (especially the local ones) were not successfully completed. Because of a complex of reasons, the successful completion of local master and doctoral studies has been difficult. A lesson that was learned during Phase I was that the process of identifying and screening scholars including the terms and conditions of the scholarship contract should be made more strict. This resulted in a higher completion rate for the VLIR scholars in Phase II.

There were two universities involved in the programme and this has resulted in less financial assistance to both SLU and BSU compared with most other IUC partnerships. The Flemish project leaders differ in opinion on the inclusion of two universities in one IUC partnership. On the one hand, two universities make the programme much more complex (in addition to the fact that for each local partner less financial support is available), on the other hand, two universities create academic, research and development opportunities and synergies. SLU is of the opinion that a network between two (2) universities, separate or individual partner (similar to other partners in Africa, Latin America, and in Vietnam) would have been ideal, perhaps more efficient in terms of coordination and project implementation, and even more cost effective since the resources provided through the IUC partnerships is not too thinly spread between two (2) universities.

The Flemish project leaders are of the opinion that in both the 1st and the 2nd phase the resources provided were sufficiently focused. This was definitely even more the case in Phase II due to the introduction of the IUC Project Cycle Management system. This allowed for a better quantification and monitoring of results through the objectively verifiable indicators.

The Flemish involvement in the projects (with the exception of Project 5) was usually restricted to the project leader/promoter who was incidentally assisted by other experts. On the Flemish side a broader institutional engagement seems to have been lacking. The Flemish inputs in terms of men days spent in the Philippines provides evidence of this. In Phase II the Flemish coordinators and experts spent 503 days in the Philippines. On average this means nine (9) days per project per year. In terms of responsiveness to the needs of the partners in the Philippines and sustainability of the inter-institutional cooperation a broader involvement of Flemish experts would have been beneficial. The limited presence of the VLIR partners on the ground also had a positive effect. The BSU and SLU partners were stimulated to take the lead in the planning and implementation of project activities. It has certainly contributed to a high level of ownership of the PIUC at the Philippine side. It is probably fair to say that local ownership will flourish not only by taking up responsibilities but also by having the capacities to do so. Both SLU and BSU were already well established institutions when the PIUC started. They had the vision as well as the capacities to take full use of the opportunities which the IUC programme had to offer. They have proven that they were willing and capable of grasping these opportunities.

At BSU it came quite late in the programme to integrate the PIUC processes into the university processes. PIUC especially in Phase I conducted its own purchasing of supplies and equipment, and hiring of employees because of the notion that government procedure will be slower. Fund management by SLU also contributed to promoting this segregation. This resulted to the PIUC being treated as separate and thus hindered ownership by other officials.

The overall coordinator and the Flemish project leaders gave a good example in emphasizing that the programme targets and means should always be relevant. Hence, flexibility and pragmatism were allowed during the implementation of the projects within each period. While most were planned changes, the unplanned changes especially those brought about by the external environment, were well accommodated at the start and even during the implementation stage.

3.8. The cooperation model

There was a high coherence among the different projects that constitute the IUC partnership. One of the common topics of the joint steering committee meetings in the Philippines was precisely the coherence among the different projects. The projects complemented each other. ICT development (Project 3) supported the library (Project 4) and the instruction and research/extension activities (Projects 5 and 6). The library supported instruction and research. Institutional and policy development (Project 2) supported all the other projects by providing the appropriate policy climate and leadership training.

Ownership has developed at both local universities. This seems to have had two reasons. First, the visits of the Flemish experts were regular, but not frequent (once or twice a year) and usually very short (see previous paragraph). Hence there was not much time to physically sit down and discuss every challenge or plan among the Flemish and Philippine partners. Much had to be decided by the SLU and BSU project leaders themselves. Second, and related to the first point, the Flemish project leaders gave the local partners a large amount of freedom in deciding on project matters. The Philippine partners were in fact stimulated to take the initiative.

The ownership by the university is seen through the counterpart funds that have been allocated for the PIUC. A good example is the ICT. The universities are paying for all the people that operate the IT division from the start of its existence in Phase I. They pay for regular bills for domain registration and for the bandwidth. The other projects get support from the university through staffing and for human resource development like in the case of the researchers and the research funding for activities of the ISRD and STVRDC (BSU).

There was trust between the team members in the South and the North. Both partners learned from

the conditions and culture of their respective countries and in the process gained appreciation and mutual respect. In the course of the implementation of the PIUC, the Flemish partners' appreciation and mutual respect was evident not only in terms of the professional sphere but extended also to the personal level. Strong friendships have developed over time.

The practice of bringing together the different partners to VLIR-sponsored conferences, fora or seminar-workshops provided avenues for the process of consultations, which contributed much to the reinforcement of the partnership programme. These events provided opportunities to present challenges, problems and solutions coming from the various partners that enhanced and supported altogether the concept of partnership.

3.9. Continued collaboration

The chances for further building upon the IUC partner programme in the future will largely depend on the interests and willingness of both partners from the South and North to continue collaborating even after the end of the IUC programme. The commitment and leadership of university officials will play a pivotal role in the process of maintaining cooperation between and among partner universities.

The Flemish project leaders see their further role as very limited. As individuals, however, contacts have been established between the local and the Flemish project leaders which might be continued in the near future. As all academics at the Flemish universities, the Flemish project leaders are also experiencing a high pressure 'to publish or perish'. Also, at Flemish universities, development activities are not highly valued, for instance for promotion. This context may limit future collaboration between the Flemish project leaders and the local team members.

Over the years, a close relationship has been established with the Flemish promoters and their respective teams of Phase I and II. This relationship is the building block for other collaborations after PIUC. The VLIR-UOS programme provides opportunities to fund further cooperation activities after the programme has come to an end. Some projects have prepared proposals to be submitted to VLIR-UOS.

A promising working relation has been established between SLU and BSU. This is not just at the executive level but even at rank and file. There is already a critical mass of faculty members and staff that can be encouraged to come together to think of other possible partnerships in the future.

3.10. VLIR-IUC in comparison to other donor funded cooperation programmes

The SLU and BSU have limited experience with other donor programmes or interuniversity collaborations. The programme has been an unique opportunity for both institutions to strengthen their core functions in a collaborative framework with international partners.

VLIR-UOS IUC offers a long-term commitment, an institution-wide scope of the intervention, a demand-orientation of the programme, an emphasis on the development relevance of the activities, and as secondary goal long-term research based collaborations between Flemish researchers and their colleagues in the partner universities.

The VLIR-IUC programme has proven to be a more than welcome and appropriate instrument to uplift SLU and SBU to higher levels of academic performance and societal service.

The VLIR-UOS IUC programme has been strongly linked to the strategic plan of the universities. The programme consists of a group of interrelated projects combining projects which aim to strengthen management and support services with projects aimed to improve the teaching, research and extension capacities of the institution.

The long-term commitment of two five-year phases with the possibility of follow-up activities afterwards create the opportunities to engage in fundamental and sustainable change processes. This long-term commitment is a necessary characteristic of programmes that aim to strengthen weaker research universities in a planned and comprehensive way. The reorientation which took place at the end of Phase I and its positive effects shows the benefits of a longer term commitment.

The programme encourages joint planning and management processes in order to ensure better coordination in and the proper monitoring of the implementation. The partners in this programme have found the right approach and balance to ensure that the collaboration was based on realistic goals and aligned to the needs of the partner institutions in the Philippines.

The flexibility within the annual programme budgets allows a maximum of 15% of the projects' budgets to be shifted between the projects. This compensates for the inflexibility between the annual budgets for the programme. These are fixed at EUR 750,000 per year for this phase of the programme. The possibility of shifting budgets between projects requires a cooperative spirit among the project teams in the programme.

One of the objectives of the programme is to encourage South-South cooperation between universities with the aim to increase regional networking, to make better use of regional capacities, and increase the impact of the programme's activities at the partner university. Some projects in the programme have managed to establish relationships with other universities in Asia and elsewhere, however, these relationships are few and have not been firmly rooted.

3.11. Summarizing

The above analysis of the achievements at programme level can be summarized in a number of stronger and weaker points. These are presented below.

Strong points:

- strengthening of both institutions has taken place in management, research, teaching and instruction;
- the programme has been able to re-invent itself in Phase II;
- the programme activities are aligned to priorities of SLU and BSU;
- the programme consisted in Phase II of a coherent set of projects;
- intentions to sustain results are backed by institutional policies and strategies;
- the research undertaken is relevant to needs in the region;
- both universities are actively pursuing community service as part of their mission;
- SLU has transformed and expanded its mission;
- there has been strong support from SLU and BSU leadership;
- there was a strong commitment of all parties concerned;
- the Flemish partners have encouraged programme and project ownership of SLU and BSU;
- the inputs of the Flemish partners have been modest in quantitative terms but highly relevant in content;
- due attention has been given to sustainability measures; and
- SLU and BSU have started to collaborate.

Weaker points:

- a log-frame about the objectives of the programme's interventions at organizational level is missing;
- the completion rate of long-term scholarships has been disappointing;
- a full time programme coordinator at SLU/BSU was not planned for;
- on the Flemish side the number of staff involved in the projects as well as the institutional engagement in the programme has been fairly small;
- specific expertise required for projects 2 was not sufficiently available;
- the recycling visits show variations in processes of planning and guidance as well as in learning outcomes;
- the experiences of collaboration between SLU and BSU have not yet been analyzed and translated into a sustainable inter-university collaboration model;
- the available funds have not been fully used; and
- opportunities for continuation of the Flemish-Philippine partnership have not yet been systematically pursued.

4. Conclusions and recommendations

This chapter presents the major conclusions and recommendations from the evaluation. The recommendations have been targeted at four constituencies: the project teams, the SLU and BSU, the Flemish universities and the VLIR-UOS.

4.1. Conclusions

1. The VLIR-IUC programme with Saint Louis University and Benguet State University has been fully aligned with the objectives and guiding principles of the VLIR-IUC programme.
2. It has achieved what it intended to do: strengthening the two institutions to a higher level of academic and societal performance building upon existing strengths and capabilities.
3. It has been able to combine academic growth with responsiveness to the needs of the communities in the region.
4. It has proven that a teaching university can be transformed into a education *cum* research institution (SLU).
5. It has also proven that it is possible to achieve these results with small but highly relevant inputs from Flemish experts.
6. This obviously goes hand in hand with local ownership, but also a certain level of existing institutional capacities at the Southern side.
7. Collaboration between SLU and BSU is viable along lines of mutual interest and complementary strengths.
8. The programme and projects have been well managed, the financial administration has been excellent, the collaboration with the Flemish partners was cordial and respectful.
9. In general, the programme has been implemented as planned, though in a flexible way to secure efficiency and the smooth running of the programme.
10. Weak selection procedures, inadequate supervision by local promoters, and family issues account for the disappointing completion rate of long-term scholarships, especially the local ones, in some projects.
11. The research that has been conducted is to a large extent applied in nature and relevant in terms of local needs and contexts. The programme has been less successful in convincing the SLU and BSU researchers about the importance of adding a more fundamental research perspective to their research projects and in doing so, augmenting the stock of scientific knowledge.
12. The programme has also not been successful in creating a basis for long-term partnerships between the universities in the Philippines and those in Flanders. The institutional engagement on the Flemish side has been too 'thin' throughout the programme's life span.

4.2. Recommendations

Recommendation to the project teams:

- Complete the unfinished results and analyze the lessons learned.

Recommendations to the SLU and BSU:

- Institutionalize the network approach; analyze the experiences gathered under the PIUC programme, transform them into a realistic model of inter-university cooperation.

- Explore opportunities for setting up joint degrees with partners in the Philippines, the Asian region and the world.
- Stimulate researchers to push the frontiers of knowledge.

Recommendations to the Flemish universities:

- Recognize that IUC is not only a vehicle for 'doing good' but also a means to broaden research opportunities and alliances, and integrate this notion in the implementation of VLIR-IUC programmes.
- Broaden the project teams to ensure a critical mass of support and the longer-term sustainability of the partnership.
- Include non-academics in the teams for expertise that is practical and applied.

Recommendations to the VLIR:

- Include a logframe at the level of the organization in the IUC programme.
- Allow for more flexibility in use of financial resources (carry over from year to year).
- Review the merits of the administrative requirements of the programme.
- See to it that the commitment which is expected at the Southern side is matched with similar commitments at the side of the Flemish universities.
- Look critical at the benefits of combined leadership of several projects.
- Showcase the success of the PIUC to educational leaders and academics in the Philippines and to others interested in capacity building approaches through international collaboration.
- Conduct a case study on the PIUC to highlight its distinctive features and lessons learned.

Annex 1. Programme of the visit and persons attending

Date	Activity	Venue
November 16, 2009		
9:30 – 10:45	Prof. Dr. JACQUES VIAENE, UGent – Leader Project 5	VLIR-UOS office
11:00 – 12:15	Prof. Dr. JAN DE SITTER, UA Prof. Dr. TOM DHAENE, UGent – Former and present leader of Project 3	VLIR-UOS office
13:15 – 14:30	Prof. Dr. RAF DEKEYSER, KULeuven – Leader of Project 4	VLIR-UOS office
14:45 – 16:00	Prof. Dr. DIRK DE WAELE, KULeuven – Overall programme coordinator and leader of Projects 1,2 and 6	VLIR-UOS office
16:15 – 17:00	Mrs. MARTINE DEKONINCK, KULeuven - ICOS	VLIR-UOS office

Date	Activity	Venue
January 25, 2010		
9:35 – 16:30	Arrival of Mr AD BOEREN in Manila. Transfer of Mr AD BOEREN and Dr ROBERTO BORROMEO by car to Baguio City	Manila – Baguio City
January 26, 2010		
9:00 – 10:15	Met with CHED-CAR Director Dr. FREDDIE T. BERNAL	CHED-CAR, La Trinidad
10:30 – 11:30	Met with Benguet GOVERNOR. NESTOR FONGWAN and Board Member ROGELIO LEON at the Provincial Capitol	Provincial Capitol, La Trinidad
12:30 – 2:00	Had lunch with Dr. Colting and Dr. Tagarino	Barrio Fiesta, Baguio City
2:30 – 4:00	Met with NEDA-CAR Director JUAN NGALOB	NEDA-CAR, Baguio City
January 27, 2010		
9:00 – 10:00	Met with the BSU Presidents: Current: DR. ROGELIO COLTING Former: DR. CIPRIANO CONSOLACION	BSU President's Office
10:15 – 11:15	Met with PIUC-BSU project 4 leader: MA. TERESA MARQUEZ	Library building
11:15 – 12:15	Met with Proj 3 leaders: FLORDELIZA NAJE & PAUL GARCIA JR	
12:30 – 1:15	Had lunch with all PIUC-BSU project leaders	Inglay Restaurant, La Trinidad
1:30 – 2:30	Met with new Director for ISR: MS. RUTH BATANI and with DARLYN TAGARINO (for Proj 5)	R & E Building
2:30 – 5:30	Met with the Project 6 leader DR. LUCIANA VILLANUEVA	R & E Building and field
January 28, 2010		
9:00 – 9:45	Met with project 2 leader: Dr. DARLYN TAGARINO	Office of VP Finance
9:45 – 11:15	Meeting with Recycling scholars: Dr. JULIA SOLIMEN, VP for Research and Extension	Office of University Board Secretary Conference Room

	Dr. EMILIA ESTEBAN, Chief, Administrative Services Dr. JOEL LUBRICA, Dean, Graduate School Dr. CARLITO LAUREAN, Deputy Director, HARRDEC Dr. ASUNCION NAGPALA, Special Assistant to the VPAA Dr. JULITA TUGUINAY, Librarian ELIZABETH LASCANO, Faculty Member of the College of Teacher Education JULIE ANN DUGAT, ICT Web Master BUFORD LARUAN, ICT Network Administrator	
11:15 – 12:30	Visited the College of Agriculture Plant Pathology and the Soil Science Labs with the Dean Dr. BELINDA TAD-AWAN	College of Agriculture
12:30 – 1:30	Had lunch with Dr. Tad-awan, Dr. Tagarino and HARRDEC officials	HARRDEC Conference Room
1:30 – 2:30	Visited HARRDEC (Highland Agriculture and Resources Research and Development Consortium) and briefed by HARRDEC Deputy Director Dr. CARLITO LAUREAN	BSU- HARRDEC
2:30 – 3:30	Met with degree scholars: Engr. EDGAR MOLINTAS, Dean, College of Applied Engineering and Technology RICHARD DUMAPIS, Department Chair, College of Veterinary Medicine PAUL GARCIA JR., Director, ICT Office FLORIDA CALIAS, Director, Library Services JOYCE PAING, STVRDC Researcher HILDA QUINDARA, NPRCRTC Researcher NORDALYN PEDROCHE, STVRDC Researcher	BSU- HARRDEC
January 29, 2010		
9:00	Travelled to Atok, Benguet with Dr. CARLITO LAUREAN (BSU), Dr. ASUNCION NAGPALA (BSU), Dr. DARLYN TAGARINO (BSU), Mr. MARIO MARQUEZ (BSU) Dr. GAUDELIA REYES (SLU), MRS. ADELTRUDES CABURIAN (SLU), and INOCENCIO BERNARD (Office of the Benguet Provincial Agriculturist)	
11:00 – 11:45	Met with Mayor CONCEPCION BALAO and local officials namely: Municipal Agriculturist- MR. FRED RUFINO; Kagawad and Chairman, Committee on Agriculture- Mr. MARSON LAY-AT; Barangay Captain of Cattubo- Mr. EDWARD BELLANO; and farmers – Mr .JAIME EBES, Mr. ROBERT BESTRE, Mr. GEORGE BAY-OSAN; Mr. DADO HAIGHT; Mr. PAQUITO CALANTAS; Mr. MAURICIO DOLIT; Mrs. TEODORA S. SIMEON; Mr. LUIS MASIONG; Mr. BONIFACIO LAOYAN; Mr. AGUSTIN LUACAN; MRS. JUNA EGSAN	Municipal Board Room
11:45 – 12:30	Had lunch with the municipal officials and farmers	Fernan's Restaurant

12:30 – 2:30	Visited farms of Mr. DADO HAIGHT and Mr. PAQUITO CALANTAS; visited the barangay hall of Cattubo as well	Paoay and Cattubo, ATOK
2:30	Travelled back to BSU	
February 1, 2010		
10:00	Met with Project 1 leaders: Dr. NOEL DE LEON and Dr. DARLYN TAGARINO	Hotel Elizabeth
11:00	Met with Project 1 leaders with Prof. Dr. DIRK DE WAELE	Hotel Elizabeth
February 2, 2010		
9:30	<p>Evaluation Debriefing Attendance: Prof. Dr. ROEL MERCKX, KULeuven and BUREAU VLIR-UOS CHRISTOPHE GOOSSENS, VLIR-UOS <u>FLEMISH TEAM:</u> Prof. Dr. JOSEPH LEUNIS, KULeuven Prof. Dr. DIRK DE WAELE, KULeuven Prof. Dr. RAF DEKEYSER, KULeuven Prof. Dr. JAN DE SITTER, UA Prof. Dr. TOM DHAENE, UGent Prof. Dr. JACQUES VIAENE, UGent Dr. RENATA JANUSZEWSKA, UGent Prof. Dr. GERRIT JANSSENS, UHASSELT Mrs. MARTINE DEKONINCK, KULeuven <u>From SLU:</u> Fr. JESSIE HECHANOVA, President Prof. Dr. NOEL DE LEON Miss GERALDINE SANIL Dr. CECILIA MERCADO Dr. WILFRIED VANHOUTTE Mrs. RINA DIARON Dr. REYNALDO BAUTISTA Dr. ROBERTO ARGUELLES Dr. GAUDELIA REYES Engr. BONIFACIO DE LA PENA Mr. ARTURO CALWAG <u>From BSU:</u> Prof. Dr. ROGELIO COLTING, Current President Prof. Dr. CIPRIANO CONSOLACION, Former President Prof. Dr. DARLYN TAGARINO Mrs. FLORDELIZA NAJE Mr. PAUL GARCIA Jr. Mrs. MA. TERESA MARQUEZ Mrs. RUTH BATANI Mr. LEOPOLDO TAGARINO Dr. LUCIANA VILLANUEVA Dr. CARLITO LAUREAN</p>	BSU Administrative Conference Hall
February 3, 2010		
9:00 – 16:00	Transfer of evaluation team to Manila	Baguio City - Manila

February 4, 2010		
11:35	Departure of Mr AD BOEREN from the Philippines	

Annex 2. Contextual information about the Philippines, the Cordilleras Administrative Region, and the education system in the Philippines

The Philippines

The Philippines is an Asian archipelago with a total land area of approximately 299,404 square kilometers. With 7,107 islands, the largest of which are Luzon, Visayas and Mindanao, it is the world's second largest archipelago with a total population of 88.6 million (2007 Census Data, National Statistics Office). As shown in Table 1, the highest concentration of population is in Region IVA (11.7m) followed by the National Capital Region (11.5m), and Region III-Central Luzon (9.7m). Perhaps due to its predominantly mountainous terrain, the Cordillera Administrative Region with its population of 1.5 million has the smallest number of population among the country's 17 regions. To devolve the delivery of government services, the country is divided into 17 regions. Within these regions, there are 81 provinces each headed by a governor, 136 chartered cities and 1,495 municipalities each headed by a mayor, and 42,008 'baranggays' or villages headed by a 'baranggay chairman' (www.dilg.gov.ph).

Table 1
Population and Annual Growth Rate by Region
2007 Census of the Population

REGION	TOTAL POPULATION	ANNUAL GROWTH RATE 2000-2007
NATIONAL CAPITAL REGION	11,553,427	2.11
CORDILLERA ADMINISTRATIVE REGION	1,520,743	1.50
REGION I – ILOCOS	4,545,906	1.10
REGION II- CAGAYAN VALLEY	3,051,487	1.13
REGION III – CENTRAL LUZON	9,720,982	2.36
REGION IVA – CALABARZON	11,743,110	3.24
REGION IVB – MIMAROPA	2,559,791	1.49
REGION V – BICOL	5,109,798	1.23
REGION VI – WESTERN VISAYAS	6,843,643	1.35
REGION VII – CENTRAL VISAYAS	6,398,628	1.59
REGION VIII – EASTERN VISAYAS	3,912,936	1.12
REGION IX – ZAMBOANGA PENINSULA	3,230,094	1.83
REGION X – NORTHERN MINDANAO	3,952,437	1.67
REGION XI – DAVAO	4,156,653	1.71
REGION XII – SOCCSKSARGEN	3,829,081	2.41
REGION XIII – CARAGA	2,293,480	1.25
AUTONOMOUS REGION IN MUSLIM MINDANAO	4,120,795	5.46
TOTAL: PHILIPPINES	88,574,614	2.04

The Economy

The country's Medium-Term Philippine Development Plan (MTPDP) for 2004-2010 developed under the leadership of the current president, Gloria Macapagal Arroyo is anchored on a 10-point agenda which involves the following: (a) creation of 6-10 million jobs; (b) balancing the budget; (c) digital and transport networks linking the entire country; (d) education for all; (e) electricity and water to be provided to the entire country; (f) the decongestion of Metro Manila; (g) making the Subic-Clark Corridor as the most competitive international service and logistics center in the Southeast Asian region; (h) automation of the electoral process; (i) working towards lasting peace; and (j) closure to the divisive issues of EDSA. To realize this agenda, crucial reforms to ensure sound fiscal management and monetary policy have been put into place alongside social protection measures which were implemented to supplement existing support to those in need.

As shown in Table 2, the GDP growth rate of the country over the past three years has been comparable with other Asian countries. Despite the Asian financial crisis and the natural disasters that beset the country, it managed to have an average growth rate of 6.0 from 2004-2007, a figure higher than Indonesia, Thailand and Taiwan.

Table 2
Comparative GDP Growth Rates of Selected Asian Economies (in percent)

Country	2004	2005	2006	2007	Q1-Q3 2008	Average 2004-2007
Philippines	6.4	5.0	5.4	7.2	4.6	6.0
Malaysia	6.8	5.3	5.8	6.3	6.3	6.1
Indonesia	5.0	5.7	5.5	6.3	6.3	5.6
Thailand	6.3	4.6	5.2	4.9	5.1	5.3
China	10.1	10.4	11.6	11.9	9.9	11.0
Vietnam	7.8	8.4	8.2	8.5	6.6	8.2
Singapore	9.0	7.3	8.2	7.7	2.8	8.0
Taiwan	6.2	4.2	4.8	5.7	3.3	5.2
Hong Kong	8.5	7.1	7.0	6.4	4.4	7.2
South Korea	4.7	4.2	5.1	5.0	4.8	4.8

(Source: NEDA: Medium-term Development Plan, 2004 – 2010)

Figures from the National Economic Development Authority (NEDA, January 6, 2010) show that the GNP and GDP grew by 3.3% and 0.7%, during the first three quarters of 2009. The GDP grew by 2.23 times since 2001, while the GNP grew from \$76 billion in 2001 to \$186 billion in 2008. The 2009 GDP growth rates for Agriculture: 1.3, Industry: - 2.9, and Services: 2.9 are lower than the figures for the previous year (Agriculture: 3.4; Industry: 4.8; Services: 4.1). For 2010, the government has projected a conservative 2.6 to 3.6 percent gross domestic product, lower than the forecasts of multilateral agencies and local financial institutions. Volatile oil prices and the El Nino phenomenon are considered as the biggest threats to the economy (Romero, 2010). A positive factor is the remittances from overseas Filipino workers which grew from \$6 billion in 2000 to \$14.3 billion in 2009; and which is projected to continue to grow in the current year.

In terms of income, data from the National Statistics Office showed that the average annual family income in 2006 was approximately P173 thousand. The average annual family expenditure on the other hand was P147 thousand resulting in net savings of P26 thousand. As shown in Table 3, all regions showed increases in the average annual income between 2003 and 2006 at current prices. The top four regions in terms of average income are the National Capital Region (P311thousand), CALABARZON (P210 thousand), Central Luzon (P198 thousand), and Cordillera Administrative Region (P192 thousand). It is worthwhile to note that while the Cordillera Administrative Region only ranked 4th in terms of average income, it ranked 2nd (P42 thousand) to the National Capital Region (P53 thousand) in terms of average savings.

In 2009, prices of commodities were observed to be more stable (average annual rate: 3.2 percent) than in the previous year 2008 (9.8 percent). Former NEDA Secretary Habito (2010) observed that the slower

average price inflation in 2009 was due to the slowdown in economic activity as reflected in the decline in the GDP and GNP. As a result of the economic downturn, the economy produced 971,000 new jobs in 2009, a figure lower than the 1.2 million increase in the work force. Of the 59.3 million working-age Filipinos in 2009, about 7.1 percent were unemployed, a figure higher than the 6.8 percent unemployment rate in 2008.

The Cordillera Administrative Region

Table 3.

**Average Annual Income, Expenditure, and Savings of Families by Region (at Current Prices: 2003 and 2006
(in thousand pesos)**

Region	2006			2003		
	Income	Expenditures	Savings	Income	Expenditures	Savings
National Capital Region	311	258	53	266	218	48
Cordillera Administrative Region	192	151	42	152	126	48
I – Ilocos Region	142	124	19	124	102	22
II- Cagayan Valley	143	118	25	126	99	27
III – Central Luzon	198	170	27	160	138	22
IVA - Calabarzon	210	186	23	184	158	26
IVB – Mimaropa	109	93	16	103	84	10
V – Bicol Region	125	110	15	109	94	15
VI – Western Visayas	130	116	14	111	98	14
VII – Central Visayas	144	124	21	121	102	19
VIII – Eastern Visayas	126	104	22	103	84	19
IX - Zamboanga Peninsula	125	99	27	93	75	18
X – Northern Mindanao	142	117	25	109	91	18
XI – Davao Region	135	115	19	117	100	18
XII – Soccsksargen	114	96	18	113	85	28
XIII – Caraga	118	100	18	90	78	12
Autonomous Region in Muslim Mindanao	89	75	14	83	67	16
PHILIPPINES	173	147	26	148	124	24

Source: National Statistics Office, 2003 and 2006 Family Income and Expenditure Survey, Final Results

The CAR, the region where St. Louis University and Benguet State University is located was created in 1988 through Executive Order 220. Initially envisioned as an autonomous region based on Section 1 of Article X of the 1987 Philippine Constitution which state that “there shall be created an autonomous region in Mindanao and the Cordilleras”, results of plebiscites held in 1990 and 1997 showed that only a minority of the region’s population were in favour of autonomy. Thus, the region has remained an ‘administrative region’ up to the present. The region which is composed of 6 provinces (Abra, Apayao, Benguet, Ifugao, Kalinga, Mountain Province), 1 city (Baguio), 76 municipalities and 1,172 baranggays had a population of 1,520,743 in 2007 (NSO Data).

Socio-Economic Situation

The region is dubbed as the “watershed cradle of North Luzon due to its nine major rivers that provide continuous irrigation and energy for North Luzon. The almost 85 percent of its land area which is classified as forest land is a source of forest products and habitat of diverse flora and fauna which are important genetic sources of medicine food and other economic products. The other major key industry of the region is mining and agriculture. The region is also a major tourist destination on account of its scenic mountain vistas, cool climate and indigenous people.

As reported in “The Cordillera Regional Development Plan, 2008-2010”, the Gross Regional Domestic Product of the CAR grew by 3.5% in 2006, 5 times greater than the 2005 performance but still below the target of 5.6 percent. Based on available figures for 2006, the increase in the gross regional domestic

product was attributed to Agriculture – 5.2%; Industry – 2.4%; and Services – 5.4% (CARRDP, p. 3).

Despite this growth rate in GRDP, CAR's primary challenge remains to be the translation of economic prosperity to social development as poverty remains a major concern. While the 2006 Family Income and Expenditure Survey (Table 3) indicated that the region ranked 4th in average income, data from the CAR Regional Development Plan (2008-2010) pointed out that the overall economic growth hardly filtered to the population as the unemployment and underemployment remained high at 5.1 percent and 18.3 percent, respectively. It was further observed that the regional economic growth did not generate enough employment opportunities to respond to the region's expanding work force, and had limited welfare effect.

Given this situation, the region's development goals are directed towards the following: a) attainment of total social and human development; b) sustainable economic growth, c) environmental quality and sustainable use of resources, d) regional integration, e) cultural integrity and f) regional autonomy. A 7.1 percent average economic growth from 2005-2010 is envisioned compared to the 3.04 economic growth as of 2003. Government programmes that promote accelerated and focused efforts at job creation are expected to result in an improvement in the employment rate from 93 percent in 1993 to 98 percent in 2010. A drastic reduction in poverty incidence from 36.6 percent in 2000 to 15.7 percent in 2010 is projected as a result of the increase in economic output and employment.

A salient feature of the plan is the inclusion of cultural integrity as a regional development goal, and the focus on Indigenous Culture and Knowledge as a key focus of development. This is in recognition of the importance of the Indigenous Peoples (IPs) who comprise about 92 percent of the total regional population.

To realize the regional development goals the following areas have been identified as the key focus areas of development: a) good governance, b) social development, c) indigenous culture and knowledge, d) watershed cradle and balanced ecosystem, e) prime eco-tourist destination, f) greens and ornamental grocer, g) prime educational center, and h) knowledge-based industries and agri-industrial activities.

The Region as a Prime Educational Center

As one of the key focus areas of development, the region is envisioned to be the Prime Education Center of North Luzon where quality, relevant and responsive education is offered. As enunciated in the regional development plan, higher education institutions in the region are viewed as key players in the region's vision to "become a truly autonomous region of enlightened and empowered people pursuing development that is sustainable" and in the realization of its desired position as a "physically integrated region; a paragon of successful poverty alleviation; a watershed cradle and balanced ecosystem model; a major energy generator; an eco-cultural destination; a prime educational center; a food basket; and a light- and agri-industry product supplier" (CARRDP, 1999- 2004 p. 15). As of school year 2008 - 2009, the region had 50 higher education institutions with a total enrolment of 96,733. The presence of these educational institutions has continuously attracted students from nearby regions such as Regions 1, 2 and 3 and from foreign countries.

To ensure the quality, relevance and responsiveness of tertiary institutions in the region, the following strategies were identified in the CAR Updated Regional Development Plan (2008 – 2010); a) development of quality teachers and administrators, b) design of responsive and relevant curriculum, c) development of Centers of Excellence and Centers of Development, d) promotion of English as medium of instruction, d) networking with local government units and other educational institutions and agencies, and e) integration of technology.

The Philippine Educational System

Educational Policy

The Education Act of 1982 underscored the important role played by education in national development when it declared as a basic policy of the State, "to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development" (Chapter 2, Sec. 3). The 1987 constitution of the republic further enunciated this policy by proclaiming that "the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make

such education accessible to all” (Article XIV, Sec. 1). The same constitution provided for the establishment and maintenance of a “system of free public education in the elementary and high school levels” (Article XIV, Sec. 2 (2)). With regard to financing, Article XIV, Section 5 (5) indicated that the “State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfilment”.

Education in the Philippines is offered through formal and non-formal systems. In the formal system, the entry age is 6 years. The educational ladder structure is 6-4-4; 6 years of elementary education, 4 years of secondary education and another 4 years of higher education.

Higher Education in the Philippines

Data from the Commission on Higher Education (www.ched.gov.ph) presented in Table 4 show that in 2008 there were 2,060 higher education institutions in the Philippines. Compared to the 2000 figures of 1,353, this indicates that 707 higher education institutions were established during the 8- year period. While private schools continue to dominate the system, accounting for 1523 or approximately 73.9 percent of the total number of higher education institutions, this figure is lower than the private sector’s share of approximately 88 percent in 2000. This decline is due to the triple increase in the number of public higher education institutions from 164 in 2000 to 537 in 2008. The establishment of more public institutions is consistent with the government’s thrust of making higher education accessible to a larger sector of the population. The realization of this thrust is facilitated by the more equitable distribution of public institutions across regions, unlike in the previous years when these institutions were concentrated primarily in the National Capital Region.

Table 4 .
Distribution of Higher Education Institutions by Region and Sector
(As of September 2008)

Region	Public	Private	Total
I	29	85	114
II	22	48	70
III	51	163	214
IVA	71	203	274
IVB	46	35	81
V	45	97	142
VI	64	72	136
VII	31	111	142
VIII	40	55	95
IX	12	48	60
X	18	65	83
XI	16	75	91
XII	10	68	78
NCR	33	276	309
CAR	19	31	50

ARMM	16	48	64
Caraga	14	43	57
Total	537	1523	2060

Source: www.ched.gov.ph

Of the 1,523 private institutions, 10 institutions were granted autonomous status for five years, while 12 institutions were granted autonomous status for one year. On the other hand, two institutions were granted deregulated status for 5 years, while 10 institutions were given deregulated status for one year. Autonomous and deregulated status was granted to private higher education institutions in recognition of their consistent exemplary performance in the provision of academic, research and extension services (CHED Memorandum Order No. 59, s. 2007).

Cognizant of its mandate under Higher Education Act of 1994 (RA 7722, CHED Law) “to identify, support and develop centers of excellence in programme areas needed for the development of world-class scholarship, nation building and national development”, CHED has identified 72 Centers of Excellence and 110 Centers of Development as of December 2009. These centers are expected to accelerate the development of the discipline by undertaking projects necessary and act as worthy role models/leader in their community; develop instructional programme quality through faculty development activities and upgrading of facilities including library holdings; undertake basic and applied research activities on emerging trends and advancements in their fields; and provide assistance to agencies and institutions within its geographical coverage by undertaking extension and linkage projects and ensuring collaborative effort with other COEs or CODs to further be of helped to each other and other HEIs in the community.

Enrollment

The Commission on Higher Education reports that these institutions of higher learning serve approximately 2.4 million and produce more than 400,000 graduates a year. The most popular programmes in the undergraduate level are those related to business administration (22%), medical sciences (17%), education (16%), engineering (14%), and mathematics and computer science (9%). At the graduate level, teacher-training programmes account for 43% of enrolment, while business administration has a 23% share of enrolment at the master’s level. For PhD programmes, teacher-training programmes in teacher and school administration training attracts over 50% of the total enrolment, followed by programmes in business administration (20%), and humanities (8%). Enrolment in graduate programmes in the sciences, mathematics and technology is relatively low compared to these areas.

Annex 3. Scholarships and training provided under PIUC

Saint Louis University

NAME OF SCHOLAR	AP	STATUS	UNIVERSITY/ COLLEGE	TPOLOGY
Winston Abobo	1999	Finished	UP Diliman	Msc.
Julita Baniaga	1999	Finished	Ateneo De Manila University	Msc.
Eva Marie Barroga	1999	Finished	Centro Escolar University	Msc.
Brenda Coloma	1999	Interrupted	UP Diliman	Msc.
Christian Della	1999	Finished	UP Diliman	Msc.
Cristine Domingo	1999	Interrupted	UP Diliman	Msc.
Josephine Dulay	1999	Finished	UP Diliman	Msc.
Gerald Garcia	1999	Finished	UP Diliman	Msc.
Lord Byron Gonzales	1999	Finished	UP Diliman	Msc.
Michael Jamon	1999	Interrupted	University of Sto. Tomas (UST)	Msc.
Raul Mabitazan	1999	Ongoing	De La Salle University	Msc.
Ma. Fay Nenette Maximo	1999	Finished	Centro Escolar University	Msc.
Corsino Orpilla	1999	Finished	UP Diliman	Msc.
Ana Fe Revilla	1999	Finished	Centro Escolar University	Msc.
Perfecto Dizon	1999	Ongoing	UP Diliman	Phd.
Angelito Peralta	1999	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Ma. Concepcion Concepcion	2000	Finished	University of Baguio	Other
Jennefer Marit	2000	Finished	University of Baguio	Other
Carlos Ben Montes	2000	Finished	University of Baguio	Other
Rina Diaron	2001	Finished	UP Diliman	Msc.
Jessie Manangan	2001	Finished	UP Diliman	Msc.
Marcelo Domalanta	2001	Finished	UP Diliman	Msc.
Oscar Manipon	2001	Finished	De La Salle University	Msc.
Erwin Posadas	2001	Ongoing	Polytechnic University of the Philippines	Msc.
Alexander Toralba	2001	Finished	University of Sto. Tomas	Msc.
Allan Jay Espiritu	2001	Finished	UST initially but transferred to SLU	Msc.
Rogel Ngoap	2001	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Virgilio Fuerte	2002	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Wilfried Vanhoutte	2002	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Rommel Acosta	2003	Ongoing	Adamson Univeristy	Msc.
Claire Berto	2003	Finished	UP Diliman	Other
Gerry Paul Genove	2003	Finished	UP Diliman	Other
Jennefer Marit	2003	Finished	Prometrics, Makati, Manila	Other
Rhodyl Ambloza	2003	Finished	South Eastern College, Inc., Pasay City, Manila	Other
Jose Ma. Pangilinan	2003	Finished	Hasselt University	Phd.
Richel L Lamadrid	2003	Finished	Ghent University	Phd.
Gladys M Navarro	2003	Ongoing	Ateneo De Manila University	Phd.
George K Ramos	2003	Interrupted	Ghent University	Phd.
Milo Distor	2003	Ongoing	UP Diliman	Phd.
Paulina Bawingan	2003	Finished	University of Sto. Tomas	Phd.
Joselito Buhangin	2003	Ongoing	K.U.Leuven	Phd.
Adeltrudes Caburian	2003	Ongoing	University of Sto. Tomas	Phd.
Jonathan Lacambra	2003	Finished	BSU	Phd.
Praxedes Rosuman	2003	Finished	BSU	Phd.
Reynaldo Urbano	2003	Ongoing	De La Salle University	Phd.
Roberto M Arguelles	2003	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Joey Gapasin	2004	Interrupted	UP Diliman	Msc.
Maida Fatima Chan	2004	Ongoing	UP Los Banos	Msc.
Rogel Ngoap	2004	Finished	University of Baguio	Other

Willy Olivete	2004	Finished	University of Baguio	Other
Danilo Alterado	2004	Ongoing	Ateneo De Manila University	Phd.
Christian Della	2004	Finished	Nanyang Technical University, Singapore	Phd.
Felerina Ellamil	2004	Ongoing	Ateneo De Manila University	Phd.
Lilian Gandeza	2004	Finished	University of Sto. Tomas	Phd.
Cecilia Mercado	2004	Finished	UA	Training in Belgium (technical, adm, ...)
Gerry Paul Genove	2004	Finished	UA	Training in Belgium (technical, adm, ...)
Virgilio Fuerte	2004	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
George K Ramos	2004	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Richel L Lamadrid	2004	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Paulina Bawingan	2004	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Randy Domantay	2005	Finished	ICTP, Trieste, Italy	Other
Cecilia Mercado	2005	Finished	ICTP, Trieste, Italy	Other
Mark De Guzman	2005	Ongoing	UP Diliman	Phd.
Geraldine Sanil	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Randy Domantay	2005	Finished	UA	Training in Belgium (technical, adm, ...)
Angelito Peralta	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Ma Elizabeth M Trinidad	2005	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Reynaldo S Bautista	2005	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Josephine Dulay	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Jonathan Lacambra	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Corsino Orpilla	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Winston Abobo	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Bonifacio Dela Pena	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Noel De Leon	2005	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Ederlyn Marie Cortes	2006	Finished	SLU	Msc.
Willy Olivete	2006	Finished	ICTP, Trieste, Italy	Other
Cecilia Mercado	2006	Finished	University of Western Cape, South Africa	Other
Laurence Balmeo	2006	Finished	UA	Training in Belgium (technical, adm, ...)
Winston Chugsayan	2006	Finished	UA	Training in Belgium (technical, adm, ...)
Rina Diaron	2006	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)
Gladys M Navarro	2006	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Eleanor D Paca	2006	Finished	Ghent University	Training in Belgium (technical, adm, ...)
Donna Tabangin	2008	Finished	K.U.Leuven	Training in Belgium (technical, adm, ...)

Benguet State University

TITLE OF SCHOLARSHIP/PURPOSE	NAME OF SCHOLAR	AP	STATUS	UNIVERSITY/ COLLEGE	TYP- OLOGY
Agricultural Economics	Milagrosa, Aimee P.	1999	Finished	University of Ghent Belgium	Msc.
Mechanical Engineering	Molintas, Edgar M.	1999	Finished	SLU	Msc.
Agricultural Development	Derije, Editha	2000	Finished	University of Ghent Belgium	Msc.
Food Science and Technology	Tabanda, Ma. Elena O.	2000	Finished	University of Ghent Belgium	Msc.
Nursing major in Nursing Administration	Lacaman, Arhlynn Carol	2000	Interrupted	SLU	Msc.
Applied Biological Science	Damondon, Denisa	2000	Finished	University of Ghent Belgium	Phd.
Complimentary Studies in Agricultural Development	Dumapis, Richard	2000	Finished	University of Ghent Belgium	
Education	Milagrosa, Aimee P.	2001	Finished	University of Ghent Belgium	Phd.
Thesis Assistance	Lascano, Elizabeth	2002	Finished	SLU	
Post-graduate on International Nematology	Tudayan, Rachel K.	2002	Finished	University of Ghent Belgium	
Information Systems	Abenoja, Almario	2003	Finished	UP-OU	Msc.
Library Science	Calias, Florida D.	2003	Finished	SLU	Msc.
Information Technology	Garcia, Paul G. Jr.	2004	Finished	UC	Msc.
Library Information Technology(MALIT)	Ricardo, Marjorie	2004	Ongoing	SLU	Msc.
History	Anongos, Stanley F.	2004	Ongoing	UP Diliman	Phd.
Horticulture & Cognate in Extension Educ.	Quindara, Hilda L.	2005	Ongoing	UP-LB	Phd.
Agricultural Economics and Agribusiness Management	Tagarino, Leopoldo	2005	Ongoing	University of Ghent Belgium	Phd.
Complimentary Studies on Food Science & Nutrition	Del-amen, Jaojao	2005	Finished	University of Ghent Belgium	
GIS	Salcedo, Precila G.	2006	Interrupted	KULeuven	Phd.
Library Information Technology(MALIT)	Jalon, Lea	2009	Ongoing	SLU	Msc.
Library Information Technology(MALIT)	Lauren, Kipaan	2009	Ongoing	SLU	Msc.

TITLE OF TRAINING/ PURPOSE OF TRAVEL	NAME OF INCUMBENT	AP	STATUS	UNIVERSITY/ COLLEGE/ VENUE
The International Conference on " Achieving Innovation & the Best Practices in Urban Management	Villanueva, Luciana		Finished	Perak, Malaysia
GIS	Colting, Rogelio	1999	Finished	RUG, Belgium
Marketing	Tagarino, Darlyn	1999	Finished	RUG, Belgium
Information Technology	Naje, Flordeliza	2000	Finished	RUCA, Belgium
Library Management	Claravall, Nora	2000	Finished	KULeuven, Belgium
Network Management	Mayos, Dizon	2000	Finished	RUCA, Belgium
Plant Pathology	Lirio, Lorenza	2000	Finished	RUG, Belgium
Attend and present the paper to the "Institutional Collaboration for the Comprehensive Assessment of Pesticide Residues in 2 Selected Municipalities in Benguet" during the 50th Anniversary of the Association of Southeast Asia Institutions of Higher Learning	Ligat, Bonie	2001	Finished	University of Ghent, Belgium
Recycling scholarship of PIUC that will focus on the area of Pesticide Residence Analysis	Lino, Lorna	2001	Finished	University of Ghent, Belgium
Follow-up Negotiation with Hanoi University in Vietnam for a South-South Collaboration in the Framework of the Flemish Inter-Univ Council	Consolacion, Cipriano	2002	Finished	Vietnam
Follow-up Negotiation with Hanoi University in Vietnam for a South-South Collaboration in the Framework of the Flemish Inter-University Council	Tagarino, Darlyn	2002	Finished	Vietnam

Follow-up Negotiation with Hanoi University in Vietnam for a South-South Collaboration in the Framework of the Flemish Inter-University Council	Tagarino, Leopoldo	2002	Finished	Vietnam
Present thesis for the degree MS in Agricultural Development	Derije, Editha	2002	Finished	University of Ghent, Belgium
Present thesis for the degree MS in Agricultural Development	Fernando, Sheryl	2002	Finished	University of Ghent, Belgium
Recycling Programme on Administrative Management	Esteban, Emilia	2002	Finished	University of Ghent and Leuven University, Belgium
Recycling Programme on Administrative Management	Ramos, Estrella A.	2002	Finished	University of Ghent, Belgium
Recycling Programme on Administrative Management	Victor, Priscilla	2002	Finished	University of Ghent and Leuven University, Belgium
Recycling Scholarship on Ecological Waste Management to the Flemish Universities on Invitation of Prof. Joseph Leunis, PIUC overall coordinator	Consolacion, Leticia	2002	Finished	Belgium
Recycling Scholarship on Institutional Administration & Management	Consolacion, Cipriano	2002	Finished	Belgium
Recycling Scholarship on Institutional Administration & Management	Consolacion, Leticia	2002	Finished	Belgium
The 14th Asian Assoc of Agricultural Colleges & Universities Biennial Convention	Consolacion, Cipriano	2002	Finished	Chiang Mai, Thailand
Internet/Intranet Awareness Seminar	Meldoz, Dalen	2003	Finished	RITC, BSU
Research Methods for Social Scientists	Meldoz, Dalen	2003	Finished	ICT Hall, BSU
The International Workshop on Library Development Problems, KULeuven	Allan, Elizabeth	2003	Finished	KULeuven, Belgium
The International Workshop on Library Development Problems, KULeuven	Claravall, Nora	2003	Finished	KULeuven, Belgium
Training on Ex-ante Socio-Economic Evaluation of R&D Projects	Meldoz, Dalen	2003	Finished	BSU
Visit scholar in the library of KULeuven	Allan, Elizabeth	2003	Finished	KULeuven, Belgium
Applied Research Training	Dagupen, Marie Klondy	2004	Finished	University of Ghent, Belgium
Applied Research Training	Lubrica, Percyveranda	2004	Finished	University of Ghent, Belgium
Applied Research Training	Maddul, Sonwright	2004	Finished	University of Ghent, Belgium
Applied Research Training	Tabanda, Ma. Elena	2004	Finished	University of Ghent, Belgium
Applied Research Training on Technology Innovation	Solimen, Julie	2004	Finished	University of Ghent, Belgium
Applied Research Training on Technology Innovation	Somyden, Ma. Corazon	2004	Finished	University of Ghent, Belgium
Conduct Follow-up visit to Universities & study the IRO	Tagarino, Darlyn	2004	Finished	Not indicated
Conduct Follow-up visit to Universities & study the IRO	Piluden, Imelda	2004	Finished	Not indicated
Network Management & On-line learning systems	Laruan, Buford	2004	Finished	KULeuven, Belgium
Advances in Nutrient Management for Vegetables	Lee, Gloria	2005	Finished	Belgium
Conduct research and networking with the South China Agricultural University	Dagupen, Marie Klondy	2005	Finished	China
Conduct research and networking with the South China Agricultural University	Tagarino, Darlyn	2005	Finished	China
DNA extraction and collection	Quijano, Grace	2005	Finished	Belgium
Intensive International Training Programme on Research Policy Development & Research Fund	Milagrosa, Aimee P.	2005	Finished	Belgium
Intensive International Training Programme on Research Policy Development & Research Fund	Tagarino, Leopoldo	2005	Finished	Belgium
Pacific Rim Objective Measurement Symposium	Lubrica, Joel	2005	Finished	Kuala Lumpur, Malaysia
Present a paper and visit the ICRISAT	Bengwayan, Grace	2005	Finished	Banglore & Hyderabad, India

Recycling Scholarship & attend Workshop on Web Enabling Technologies & Strategies for Scientific E-learning	Dugat, Julie Ann	2005	Finished	Leuven, Belgium and Triste, Italy
The 20th General Assembly & conference with the theme "The role of Public Administration & Governance Stakeholders in Attaining the Millennium Development Goals"	Laurean, Carlito	2005	Finished	Hanoi, Vietnam
The International Conference on "Achieving Innovation & the Best Practices in Urban Management"	Dagupen, Marie Klondy	2005	Finished	Parak, Malaysia
The International Conference on Balancing the External & Traditional Libraries	Marquez, Ma. Therera	2005	Finished	Bangkok, Thailand
The International Course on Complimentary Studies in Food & Science & Nutrition	Del-amen, Jao-jao	2005	Finished	Belgium
The Vlaamse Interuniversitaire Raad (VLIR) ICT Study visit	Abenoja, Almario	2005	Finished	South Africa
VLIR Training on Audio Learning Materials	Laurean, Carlito	2005	Finished	Belgium
Challenges of ICT in Education: the BSU-Philippine Experience during the 5th International Congress on Higher Education	Tagarino, Darlyn	2006	Finished	Havana, Cuba
Conduct networking trip with AVDRDC	Maddul, Sonwright	2006	Finished	Tainan, Taiwan
Consult advisers, finalize & defend PhD dissertation	Tagarino, Leopoldo	2006	Finished	Belgium
Networking Trip with AVDRDC	Alipit, Percival	2006	Finished	Tainan, Taiwan
Networking Trip with AVDRDC	Colting, Rogelio	2006	Finished	Tainan, Taiwan
Positioning to Meet Global Competition: The Higher Education challenge	Tagarino, Darlyn	2006	Finished	Vietnam
The 27th International Horticultural Congress and Exhibition	Lubrica, Ma. Azucena	2006	Finished	Seoul, Korea
The 47th Annual Meeting of the Society of Nematologists	Villanueva, Luciana	2006	Finished	Radisson Beach Resort, Hawaii
The International Symposium on Fresh Produce Supply Chain Management	Dagupen, Marie Klondy	2006	Finished	Chiang Mai, Thailand
The Recycling Scholarship in the Field of Library Management	Tuguanay, Perlita	2006	Finished	Belgium
The Scientific & Technological Information Management in Universities & Libraries- An Active Environment 6 (STIMULATE 6)	Quindara, Hilda L.	2006	Finished	Belgium
University of Sydney	Maddul, Sonwright	2006	Finished	Australia
Visit the University of Nairobi & observe their e-learning tools usage	Tagarino, Darlyn	2006	Finished	Kenya
Visit the University of Nairobi & observe their e-learning tools usage	Abenoja, Almario	2006	Finished	Kenya
Visit the University of Nairobi & observe their e-learning tools usage	Naje, Flordeliza	2006	Finished	Kenya
Benchmarking with Universities in Kuala Lumpur en route to Melaka, Malaysia and to present at ISSAAS conference in Melaka	Alupias, Erlinda	2007	Finished	Malaysia
Conduct networking trip with AVDRDC	Alupias, Erlinda	2007	Finished	Taiwan
EROPA 21st General Assembly & Conference on "Service Quality in Public Sector: An Outcome-based Approach" & 53rd Council meeting	Lee, Gloria	2007	Finished	Tehran, Islamic Republic of Iran
Flesh out details of MOA with the AVRDC & explore further collaboration with the universities	Maddul, Sonwright	2007	Finished	Taiwan
Flesh out details of MOA with the AVRDC & explore further collaboration with the universities	Tagarino, Leopoldo	2007	Finished	Taiwan
Flesh out details of MOA with the AVRDC	Villanueva, Luciana	2007	Finished	Taiwan

& explore further collaboration with the universities				
GIS Training	Dayap, Emilia	2007	Finished	KULeuven, Belgium
International Business Summit & Research Conference(IMBUSH)	Dagupen, Marie Klondy	2007	Finished	Noida, Delhi & ICRISAT, Hyderabad, India
Oral and Poster presentation of papers to the 59th International symposium on Crop Protection & Recycling Scholarship on Nematology at the Catholic University of Leuven	Villanueva, Luciana	2007	Finished	Belgium
Share experiences in the PIUC to the Anton de Kom Universiteit, Suriname(ADERUS)	Tagarino, Darlyn	2007	Finished	Belgium and Suriname
The Food Processing Links of AVRDC, NPUST & NCHU	Avila, Jane	2007	Finished	Taiwan
The Food Processing Links of AVRDC, NPUST & NCHU	Lirio, Lorenza	2007	Finished	Taiwan
The ICT Concluding evaluation of The VLIR-OUS-PIUC	Abenoja, Almario	2007	Finished	Belgium
The International Training Programme on Scientific and Technological Information Management in Universities and Libraries(STIMULATE)	Jalon, Lea	2007	Finished	Brussels, Belgium
The North-South-South Project Workshop on Research Methodology	Cuanguey, Luke	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Cungihan, Evangeline	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Dagupen, Marie Klondy	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Del-ong, Andrew	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Guillao, Jo Ann	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Landacan, Florentino	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Llanes, Clifton	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Sim. Jovita	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Tagarino, Darlyn	2007	Finished	Vietnam
The North-South-South Project Workshop on Research Methodology	Tagarino, Leopoldo	2007	Finished	Vietnam
ACRDC- The World Vegetable Center	Cardona, Eulogio	2008	Finished	Taiwan
ACRDC- The World Vegetable Center	Lirio, Lorenza	2008	Finished	Taiwan
ACRDC- The World Vegetable Center	Luis, Janet	2008	Finished	Taiwan
ACRDC- The World Vegetable Center	Tad-awan, Belinda	2008	Finished	Taiwan
ACRDC- The World Vegetable Center	Villanueva, Luciana	2008	Finished	Taiwan
Australian Center for International Agricultural Research(ACIAR)	Maddul, Sonwright	2008	Finished	Canberra, Australia
Australian Center for International Agricultural Research(ACIAR)	Villanueva, Luciana	2008	Finished	Canberra, Australia
Celebrating Innovative ICT Education Practices: From Idea and Impact	Flordeliza, Naje	2008	Finished	Bangkok, Thailand
Celebrating Innovative ICT Education Practices: From Idea and Impact	Colting, Rogelio	2008	Finished	Bangkok, Thailand
The 2008 IUC Policy Workshop in Brussels, Belgium	Tagarino, Darlyn	2008	Finished	Belgium
STIMIUC training programme for IUC librarians	Kipaen, Lauren	2009	Finished	Brussels, Belgium

Annex 4. References

VLIR-UOS, Final Report on the VLIR-IUC Programmemeing Mission to the Philippines (13-25 April 1998)

Ruddi Vaes and Roberto T. Borromeo,

Midterm evaluation of the Institutional University Co-operation with the Saint Louis University – Benguet State University Network, the Philippines. Final Report from the External Evaluation Commission, November 2002 VLIR, programme for Institutional University Cooperation (IUC); IUC Partner programme (PP) UCLV Phase I of IUC co-operation, Draft, December 2003.

SLU, Financial Report, VLIR-PIUC AP 2004-2008

VLIR, Philippines IUC Activity Programmemes and Budgets, AP 2004-2008

VLIR, Philippines IUC Annual & Financial Reports, AP 2004-2008

VLIR, Minutes of Steering Committee Meetings, 2003-2009

VLIR, Self assessment reports for all projects (F1) jointly prepared by the project leaders on both sides, 2009.

VLIR, Self-assessment report of the partnership (F2) jointly prepared by the local and Flemish coordinators, 2009

VLIR, Assessment reports on programme and project level achievements (F3) prepared separately by de local coordinator and programme manager and the Flemish coordinator, 2009

VLIR, UCLV-VLIR selected financial data; progress and result data (project based and KRA based), 2009

VLIR-UOS

university cooperation for development

Bolwerksquare 1a
1050 Brussels
Belgium

Tel. +32 (0)2 289 05 50
info@vliruos.be

www.vliruos.be

Publisher: Flemish Interuniversity Council, University Cooperation for Development (VLIR-UOS)

Design: VLIR-UOS

Registration: D/2010/10.960/4