



**Final evaluation of the Institutional University Cooperation  
with AdeKUS, Suriname**

# Table of contents

|   |           |
|---|-----------|
| <b>ACRONYMS</b>   | <b>4</b>  |
| <b>PREFACE</b>  | <b>6</b>  |
| <b>EXECUTIVE SUMMARY</b>  | <b>7</b>  |
| <i>Main conclusions</i>   | 7         |
| <i>Recommendations</i>  | 11        |
| <b>1. Introduction</b>  | <b>12</b> |
| 1.1. <i>Background</i>  | 12        |
| 1.1.1. The IUC as a concept   | 12        |
| 1.1.2. The IUC with AdeKUS in Suriname  | 12        |
| 1.1.3. The purpose & evaluation questions for this final evaluation (based on the ToR)                | 13        |
| 1.2. <i>Context</i>   | 14        |
| 1.2.1. Key sectorial (higher education), political, and socio-economic contextual factors in Suriname | 14        |
| 1.2.2. Key institutional contextual factors within AdeKUS   | 16        |
| 1.3. <i>Evaluation methodology and process</i>  | 17        |
| 1.3.1. Methodology for data collection  | 17        |
| 1.3.2. Definition of the evaluation criteria and indicators used                                      | 18        |
| 1.3.3. Limitations, evaluability, other issues  | 18        |
| 1.4. <i>Structure of the evaluation report</i>  | 19        |
| <b>2. Evaluation</b>  | <b>20</b> |
| 2.1. <i>General evaluation at programme level</i>   | 20        |
| 2.1.1. Relevance  | 20        |
| 2.1.2. Effectiveness  | 22        |
| 2.1.3. Efficiency   | 25        |
| 2.1.4. Sustainability   | 30        |
| 2.1.5. Impact   | 33        |
| 2.2. <i>Evaluation per project</i>  | 34        |
| 2.2.1. Project 1  | 34        |
| 2.2.2. Project 2  | 40        |
| 2.2.3. Project 3  | 47        |
| 2.2.4. Project 4/5  | 55        |
| 2.2.5. Project 6  | 62        |

|   |           |
|---|-----------|
| <b>3. Conclusions and lessons learned</b>   | <b>71</b> |
| <b>4. Recommendations</b>   | <b>75</b> |
| 4.1. <i>Recommendations for the phase-out</i>   | 75        |
| 4.1.1. Develop and implement qualitative follow-up plans  | 75        |
| 4.1.2. Consolidate the research components of the programme   | 75        |
| 4.2. <i>Recommendation for the development and implementation of future VLIR-UOS IUC programmes</i>   | 75        |
| 4.2.1. Strengthen the institutional embedding and sustainability of the projects and the programme with regard to the sustainability of the results | 75        |
| 4.2.2. Develop a learning path and supportive tools for project leaders and programme coordinators on the facilitation of change processes          | 76        |
| 4.2.3. Improve the effectiveness and efficiency of the institutional projects   | 77        |
| 4.2.4. Strengthen the project and programme management  | 78        |
| 4.2.5. Strengthen the synergies between the projects  | 79        |
| 4.2.6. Stimulate institutional collaboration between the Flemish universities and the partner university  | 79        |
| <b>ANNEXES</b>  | <b>80</b> |
| <i>Annex 1: Terms of Reference</i>  | 81        |
| <i>Annex 2: Mission programme and persons consulted</i>   | 111       |

# ACRONYMS

|            |  |
|------------|--|
| AdeKUS     | Anton de Kom University of Suriname  |
| BaMa       | Bachelor-Master structure  |
| BSc        | Bachelor of Science  |
| CARICOM    | Caribbean Community  |
| CAS        | Caribbean Academy of Sciences  |
| CDS/ISIS   | Computerized Documentation System/Integrated Set of Information Systems            |
| CELOS      | Centrum voor Landbouwkundig Onderzoek (Centre for Agricultural Research)           |
| CSME       | CARICOM Single Market and Economy  |
| FGSR       | Faculty of Graduate Studies  |
| FMeW       | Faculty of Medical Sciences  |
| FMijW      | Faculty of Social Sciences   |
| FPC        | Flemish Project Coordinator  |
| FPL        | Flemish Project (Team) Leader  |
| FSC        | Flemish Steering Committee   |
| FTeW       | Faculty of Technological Sciences  |
| HR(M)      | Human Resources (Management)   |
| HVO        | Health Volunteers Overseas   |
| ICT        | Information Communication Technology   |
| IGSR       | Institute for Graduate Studies and Research  |
| IKIM       | Instituut voor Kwaliteit & Informatiemanagement (Quality & Information Management) |
| IOL        | Instituut voor de Opleiding van leraren – Teachers Training College                |
| IR         | Intermediate Result  |
| IUC        | Institutional University Cooperation   |
| JSC        | Joint Steering Committee   |
| JSCM       | Joint Steering Committee Meeting   |
| KOR        | Kwaliteitszorg, onderwijs en researchontwikkeling                                  |
| KUL(euven) | Katholieke Universiteit Leuven   |
| KZ         | Kwaliteitszorg   |
| LFW        | Logical Framework (matrix)   |
| LPC        | Local Programme Coordinator  |
| LPL        | Local Project (Team) Leader  |
| LSC        | Local Steering Committee   |
| MoU        | Memorandum of Understanding  |
| MERSD      | Masters Education and Research Programme in Sustainable Development                |
| SMNR       | Masters Ed. & Research Programme in Sustainable Management of Natural Resources    |
| MINOWC     | Ministerie van Onderwijs, Wetenschap en Cultuur                                    |

|             |  |
|-------------|--|
| MSc         | Master of Science  |
| NGO         | Non-governmental organisation  |
| NOVA        | Nationaal Orgaan voor Accreditatie (National Organisation for Accreditation) |
| OAR         | Onderzoeksadviesraad (Research Advisory Council)                             |
| OP          | Ontwikkelingsprogramma – Development Programme                               |
| P1, P2...   | Project 1, project 2...  |
| PCM         | Project Cycle Management   |
| PhD         | Doctor of Philosophy   |
| PL1, PL2... | Team Leader of P1, P2...   |
| PP          | Partner Programme  |
| PSU         | Programme Support Unit   |
| PT          | Physiotherapy (Master's programme)   |
| R&D         | Research & Development   |
| SD          | Sustainable Development  |
| SMNR        | Sustainable Management of Natural Resources                                  |
| SRD         | Surinamese Dollar  |
| SSTC        | Statistical Support & Training Centre  |
| UCC         | University Computer Centre   |
| UOS         | Universitaire Ontwikkelingssamenwerking (University Development Cooperation) |
| VLIR        | Vlaamse Interuniversitaire Raad (Flemish Interuniversity Council)            |
| VLIR-IUC    | VLIR-Institutional University Cooperation                                    |
| VU          | Vrije Universiteit (Amsterdam)   |
| VVOB        | Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand     |

# PREFACE

We had the honour of meeting some very motivated and engaged people who have shown their passion for education and scientific research. Despite their workload, many of them made time to share their experiences with us. We would like to thank all the people that participated in this evaluation and wish them a lot of success in their academic careers. Special thanks goes out to the programme support unit of the VLIR-UOS IUC programme and to the programme coordinator, who were both very helpful in planning and implementing this evaluation. Thank you for the pleasant collaboration.

Birgit De Clerck

Camino Consult (for ACE Europe)

Belgium, March 2018

# EXECUTIVE SUMMARY

This evaluation assesses the second phase of the Institutional University Cooperation (IUC) programme implemented in partnership between the Anton De Kom University in Suriname (AdeKUS) and the universities of Leuven (KU Leuven), Brussels (Vrije Universiteit Brussel) and Hasselt (Universiteit Hasselt) in Belgium. An IUC programme combines objectives of institutional strengthening and strategic thematic capacity building and covers a period of 10 to 12 years, with 2 main project phases of 5 years each. The IUC partner programme in Suriname was subdivided into 5 projects. Two projects were transversal projects and aimed at institutional strengthening of AdeKUS. The 3 other projects aimed at developing a Master's programme in 3 different faculties of the university, in order to strengthen the research culture. At the moment of the evaluation, the programme was in phase-out.

The evaluation was expected to collect data to account for the results to the different stakeholders (accountability), but also to draw lessons learned (learning) and to formulate recommendations to support further decision making on the IUC (steering).

The evaluation was executed as planned by three evaluators: Birgit De Clerck (Camino Consult for ACE Europe), Marieke Heemskerk and Céline Duijves (Social Solutions). Conclusions about the findings were the result of joint reflection within the team and feedback sessions in Suriname and Belgium.

The evaluation was based on an assessment of the 5 OECD/DAC-criteria and an additional criterion on scientific quality, at programme and project level. The evaluation was implemented in three phases, namely an inception phase, a data collection phase, and an analysis and reporting phase and took place in the period between December 2017– April 2018. The evaluators applied a mixture of data collection methods, such as document analysis, semi-structured interviews, focus group discussions, on-site project visits, a workshop to reconstruct a timeline and restitution meetings both in Suriname as well as in Belgium.

## Main conclusions

**High Relevance** - The IUC AdeKUS programme has been relevant because all of its projects and interventions were in line with the original objective of the collaboration: assisting AdeKUS in its transformation to become an education and research university. The formulation of the programme ensured clear linkages with the AdeKUS strategic plan. The academic projects (P3, P4/5 and P6) have a clear added value for the Surinamese society by creating and disseminating knowledge and research on critical issues such as sustainable development, natural resources and a healthy lifestyle. The institutional projects (P1 and P2) have been relevant to create the necessary environment for the academic projects.

**Varying degrees of success in the different projects** - Based on the findings in the previous chapters, the evaluators can conclude that the implementation of the VLIR-UOS IUC programme with AdeKUS has shown varying degrees of success over the 6 projects.

The institutional projects (1 and 2) were challenging, because they aimed at realizing structural and institutional (university-wide) changes (even transitions) in a difficult institutional context, like the one at AdeKUS. The programme supported appropriate investment in ICT-software and infrastructure (ICT, library and labs). Lab employees, ICT and library staff and lecturers were trained in different areas. Activities related to the development of institutional policies and instruments to support structural

changes, however, were suspended (HRM, ESC, PhD programme). In project 3, a very relevant Master's programme was developed, but its sustainability is at risk: at the time of the evaluation, it was yet unclear in what format the programme would be continued with the faculty of Social Sciences.

For the programme elements mentioned above that did not achieve the projected results or for which sustainability is at risk, following explanatory factors were identified:

- The institutional projects were too ambitious and didn't take into account the limitations posed by staffing (high workload) and the bureaucracy at AdeKUS;
- Project leaders and coordinators have not been able to adapt the projects to what was feasible taking into account changes in the AdeKUS context and the external context (adaptive capacity was not demonstrated);
- Institutional embedding of projects 2 and 3 and the HRM-component of project 1 in the adequate structure, department or institution of the university was only established to a very limited extent and encountered several challenges:
  - From the start the projects were not embedded in existing structures;
  - Specific project leaders (P2 and HRM of P1) had an insufficient mandate to take necessary decisions and to motivate the teams;
  - Efforts to create ownership with the relevant actors were limited at the faculty level (P3) or at the level of the relevant institutions (IGSR for P2 and Bureau for P1);
  - There was insufficient focus on team strengthening and upgrading and creation of ownership and engagement with team members;
  - Insufficient commitment of the AdeKUS leadership;
- The necessary change processes, underlying the projects were not always well-designed (too much separate activities with little coherence) and, especially in the institutional projects (P1 and P2) follow-up on progress was sub-optimal.

More success was achieved in projects 6 and 4/5, which have reached most of their results and objectives and which are embedded in their faculties. They clearly contribute to the academic strengthening of their faculties and AdeKUS. The main success factors were the same as the obstacles encountered by the other projects, namely: (1) good institutional embedding of the projects in existing structures (2) a strong focus on upgrading and strengthening of the existing team (3) open communication, reporting and efforts done to create ownership and engagement at the faculty board (vertical linkages) and (4) competences of the PLs to implement change processes.

**Partial realisation of the academic objectives** - If we look at the general academic effectiveness, the programme, and especially the academic projects (P3, P4/5 and P6) have clearly contributed to the global goal to become a more research-based university:



- 3 new Master programmes were developed and implemented as part of the VLIR-UOS programme and have been functional for several years in AdeKUS. Taking into account that there were only 5 permanent Master programmes functional in AdeKUS prior to this programme, this is an important achievement.
- The MSc SMNR is accredited and the MSc SMNR and Ba-Ma Physiotherapy are well-embedded in their faculties.
- Enhanced enthusiasm and motivation to conduct and publish research and to use innovative tools for learning (distance learning) is noticeable.
- Academic writing has received a stronger focus throughout the university.
- More students are aware of, and interested in, the possibilities of doing a Master and even a PhD.
- An increased number of academic research is published in national and international academic journals, although this is still limited.
- Staff, lecturers and researchers' strengthening through capacity building and the achievement of MSc and PhDs in Belgium.
- Networks with Flemish Universities were established and enable future research, PhDs and joint projects (Erasmus +, ...).
- The Master programmes (MERSD, SMNR and Physiotherapy) stimulate the development of other Master programmes within the respective departments.

A series of planned structural institutional changes, that needed to be implemented through the institutional projects were not attained. These changes were related to the development of an HRM-policy, the establishment of a policy on and a fund for research and the creation of an educational centre. This negatively affected the overall effectiveness of the programme and the sustainability of its results.

**Realisation of the development objectives** - In the 3 Master programmes, an outreach effect through students and alumni related to the topics of the programmes is present, as most students have a job in the public or private sector. In all 3 Master programmes, community-based projects and research were developed, with dissemination sessions of the results in communities. In Project 4/5 and project 6, the results of research were linked to policy advice. In project 4/5, the enhanced collaboration with industry and private sector partners resulted in an agreement with the Suriname Conservation Foundation and its fourteen Green Partners, securing funding of the MSc for the period 2018-2022, thus supporting the sustainability and demonstrating the relevance of the project for the development of Surinamese society.

**Limited regional impact of the IUC programme** – No evidence was found that AdeKUS became a stronger and high-ranked institute in the region that is able to attract regional students and collaborates more strongly with other regional universities.

**Variation in the levels of sustainability** – The institutional sustainability of the Master programmes of P4/5 and P6 is strong. Both projects can count on qualified (upgraded) staff members who are contracted by the faculty and who have the commitment of the faculty board to continue the Master programmes. The projects P1, P2 and P3 cannot count on a similar level of institutional support, which explains the weak institutional sustainability of their results. The upgrading of staff in these projects was difficult because the interventions were not linked to an existing department or institute that might continue to implement the project interventions. The projects could have benefited from stronger vertical linkages with the faculty or bureau leadership, but the P2 and P3 teams did not establish those linkages during the programme. Both projects (P2 and P3) ended up with a very small team (mainly the PLs) and limited support of the AdeKUS management.

**Varying levels of financial sustainability** – In P4/5, external funding from a group of private partners guarantees financial sustainability for the upcoming years. For P6, the risks are limited because most lecturers have contracts and research is done in collaboration with international partners.

Financial sustainability of the other projects is not secured though, due to strongly reduced budgets at AdeKUS and the weak support for the IUC programme by the AdeKUS board.

**Strengths and weaknesses of the programme management** - The administration and financial management of the programme were well done. The strong engagement of the local and Flemish project leaders, coordinators and managers was admirable and contributed strongly to the achievement of programme results. Challenges were the following:

- The JSC, the FSC and the LSC were not sufficiently used by stakeholders to ensure strategic follow-up on progress and risks and to discuss and take decisions on strategic adaptations;
- The programme failed to establish the much-needed vertical linkages between the projects/programme and the AdeKUS leadership levels (faculty, bureau, university board). It often depended on the individual actions of the PLs and the PCs if and how these linkages were created;
- The role of the southern teams in the projects was crucial, yet the management manual did not provide clear guidelines on their functions and responsibilities. The southern project leader determined how the teams were used and strengthened.
- The PSU is not institutionally embedded in the university.

**Synergies and collaboration between the projects only realised to a very limited extent** – The evaluation suggests that the different programme components did not take full advantage of the possible forms of collaboration: the programme is mainly the sum of the individual projects, the realised synergies between the different projects are limited and opportunities to create collaboration on specific issues or to use project to implement pilots were not sufficiently used.

**Strengths and challenges of the North – South collaboration** – The collaboration between Flemish universities and AdeKUS is one of the most distinctive features of an IUC programme. The transfer of knowledge and possibilities for the AdeKUS staff to upgrade their capacities through trainings, workshops and MScs or PhDs in Belgium are key success factors in the programme. The main challenges encountered were (1) identifying the appropriate collaboration model for the institutional projects (given the difficult context of AdeKUS), (2) the development of strategies to strengthen institutional linkages and leverage (not being dependent on individuals), and (3) identifying approaches that strengthen more equal partnerships through joint research, sharing of knowledge and good practices (which was argued in the analysis of efficiency).

## Recommendations

The main **recommendations for the phase-out period** of the IUC programme are summarised below:

- Developing and implementing clear follow-up plans of which progress is monitored with specific attention to the embedding of the MSc. MERSD and the PSU
- Consolidating the research components of the programme
- The **main recommendations for future IUC programmes (as summarised)** relate to the following topics:
  - Strengthening efforts for the institutional embedding of the projects and programme while keeping the sustainability of the results in mind as well;
  - Developing a learning path and supportive tools for project leaders and programme coordinators on the facilitation of change processes;
  - Improving chances for better effectiveness and efficiency of institutional projects by taking specific measures;
  - Improving the project's quality and programme management by taking specific measures;
  - Strengthening the synergies between projects by taking specific measures
  - Further stimulating institutional collaboration between the Flemish universities and the partner university.

# 1. Introduction

## 1.1. Background

### 1.1.1. The IUC as a concept

An **Institutional University Cooperation (IUC) programme** is a long-term (12 years) institutional partnership between a university in the South and Flemish universities and university colleges. The programme supports the partner university in its triple function as provider of educational, research-related and societal services. It aims at empowering the local university to better fulfil its role as a development actor in society. All IUC programmes combine objectives of institutional strengthening and strategic thematic capacity building.

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

### 1.1.2. The IUC with AdeKUS in Suriname

In Suriname, there is only one IUC programme financed by VLIR-UOS, which is built around the central theme of sustainable development. The overall goal of this partner programme was to support AdeKUS in its **transition from a (BSc.) training institute to a research-based university** offering permanent MSc. programmes in different domains. After a Pre-Partner Programme preparation period in 2006-2007, the **first phase of the Partner Programme** started in 2008 and lasted for 5 years. As from the beginning of the programme, institutional capacity and management support by this programme has been stated as a must for AdeKUS.

In 2012 a **mid-term evaluation of the IUC’s first phase** was organised. Based on its recommendations the IUCs maximum budgets were reduced from the yearly 750.000 EUR to 570.000 EUR. In the case of AdeKUS IUC, this also matched with the fact that, considering the scope of the university and the programme this would be sufficient to realise the Phase II objectives. Furthermore, a fusion of project 4 and 5 of the first phase (hence P4/5) took place. There was also a shift in coordination and leadership of some projects.

The **second phase of the AdeKUS IUC programme** started on 1 April 2013 and ended on 31 December 2017. The IUC partner programme in Suriname is subdivided into **6 projects**:

- Projects 1 and 2 have been designed with a focus on the institutional strengthening of educational quality (focus in phase 2 on distance education), research capacities and the professionalisation of the internal organisation (human resource management and automation).
- Projects 3 to 6 are faculty-wide projects and aim at contributing to the objective of upgrading the university from an essentially bachelor to Master-orientated research and education university. The faculty-wide projects support 3 Master programmes, being (P3) a Master in Education and Research in Sustainable Development (MERSD), (P4/5) a Master in Sustainable Research in Natural Resources (SMNR) and (P6) a Master in Physiotherapy. The finalisation of a number of PhDs will allow the academic staff to strengthen the lecturing staff slowly by replacing foreign lecturers.

Since 2018, the IUC programme is in “**phase-out**” after 10 years of implementation during phase 1 (2008-2012) and phase 2 (2013-2017). In this final phase, the focus is on finalising some research-oriented activities, PhD finalisation, implementing an evaluation process and organising a closing event. Another important focus is on strengthening the sustainability of the results and searching for new opportunities for (1) partnerships beyond funding with Flemish universities, (2) strengthening international research activities and networking and (3) looking for new opportunities for funding outside VLIR-UOS.

### **1.1.3. The purpose & evaluation questions for this final evaluation (based on the ToR)**

In the ToR, the following evaluation purposes were formulated: (1) learning (what worked well, what didn't and why?), (2) steering (supporting decision-making processes, and more in particular, this final evaluation should support future decision-making processes about the IUC programmes), (3) accountability (assessing performance of the programme and validating monitoring data).

The specific evaluation objectives are the following:

- The assessment of performance according to the OECD/DAC-criteria (relevance, efficiency, effectiveness, impact and sustainability) and one additional criterion, scientific quality. For this final evaluation, special attention needs to be given to sustainability and effectiveness (progress towards the achievement of the specific objectives).
- The follow-up plan of the programme for the post-IUC period is also evaluated. The follow-up plan needs to further guarantee sustainability at an institutional level (and research groups), and the impact of the university on development processes in the surrounding community, districts and eventually, in the entire country.

For this final evaluation, the ToR mentions two main questions to be answered during the evaluation process. These concerns were also confirmed during the first interviews with the Flemish project leaders:

- During the years that the IUC programme was running, there have been quite some discussions on the embedding of the Master programmes supported by the IUC projects and their link with institutional policy. Are those MSc. -programmes now sustainably embedded in the university?
- Assessing the positioning of AdeKUS and Suriname in the higher education market to attract Caribbean students? Was this achieved? Being the sole university in Suriname, what about inter-institutional cooperation in South America or more specifically within the Caribbean region? Did prospects for strengthening of South-South cooperation evolve on this matter?

## 1.2. Context

### 1.2.1. Key sectorial (higher education), political, and socio-economic contextual factors in Suriname

Suriname is situated on the northern shores of the South American continent, bordering Brazil, Guyana, and French Guiana. The Surinamese population counts 558.369 individuals, 34 percent of whom live in rural areas (World Bank, 2016)<sup>1</sup>. Suriname's national language is Dutch, but more than 16 other languages are spoken, including Sranantongo (the national Creole language) and languages pertaining to Indigenous, Maroons and migrant groups. The country is characterised by significant disparities between the urban areas, the coastal districts, and the interior. These disparities are visible in large differences in socioeconomic indicators (including educational achievement and health) and access to public services such as drinking water and electricity.

#### Politics and economy

Suriname's economy is highly concentrated in the extractive industries (gold, oil, and bauxite), which have played a key role in driving growth and revenues. The rise in international commodity prices resulted in a strong economic expansion of the Surinamese economy from 2000 to mid-2014 and a 65 percent gain in gross domestic product (GDP) per capita, according to the Inter-American Development Bank. The economy expanded from under \$1 billion in 2000 to a little over \$5 billion in 2014 (**Centre for Strategic and International Studies, 2017**)<sup>2</sup>.

However, Suriname is currently experiencing an economic crisis, which is linked with drops in the international prices of its main exports and the closure of the alumina refinery in late 2015. These developments have caused substantial fiscal and external current account deficits, a run-down of international reserves and economic downturn (IMF, 2016)<sup>3</sup>. Similar to other commodity exporting countries, the local currency lost more than half of its value in dollars.

|                                      | 2013 | 2014 | 2015  | 2016 | 2017 |
|--------------------------------------|------|------|-------|------|------|
| Real GDP %                           | 2.9  | 0.4  | -2.7  | -9.0 | -0.7 |
| Inflation %                          | 0.6  | 3.9  | 25.0  | 61.0 | 30.4 |
| Gov. bal/GDP %                       | -7.1 | -7.9 | -9.3  | -6.1 | -4.1 |
| Central gov. debt/GDP %              | -3.8 | -7.9 | -16.6 | -3.6 | 2.5  |
| International reserves US\$ millions | 779  | 625  | 330   | 447  | 515  |
| In months of imports                 | 3.4  | 2.8  | 2.1   | 2.6  | 2.9  |

Source: International Monetary Fund, January 24, 2017.

To finance the transition, soften the adjustment path, and facilitate the implementation of the far-reaching structural reforms that the government outlined in its programme, the government approached the IMF and other international organisations in early-2016. These efforts led to an agreement on a Stand-By Arrangement in May 2016 with the IMF. However, after the first disbursement, the government of Suriname broke the deal with the IMF. IMF stated in its rapport 'Regional Economic Outlook for the Western Hemisphere 2017' presented in May of 2017 that Suriname's economy is on the rebound and restoring (UNFPA, 2017).<sup>4</sup>

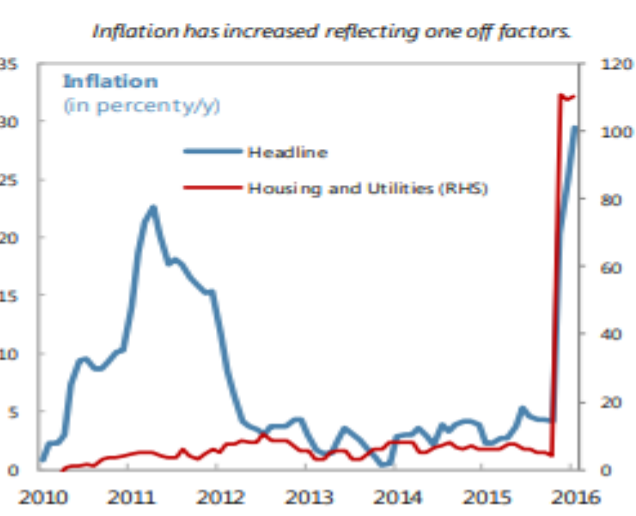
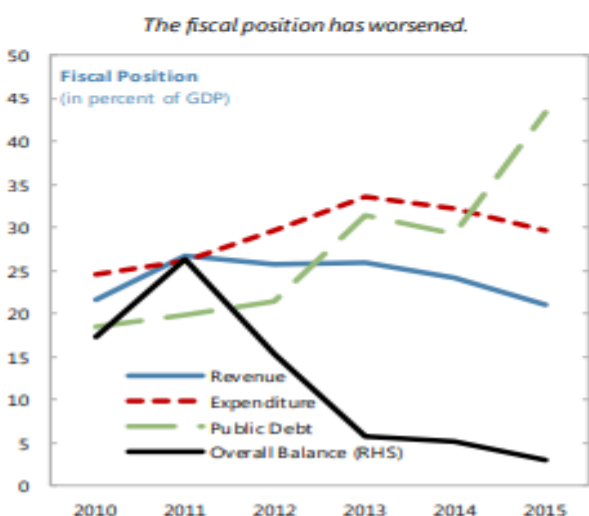
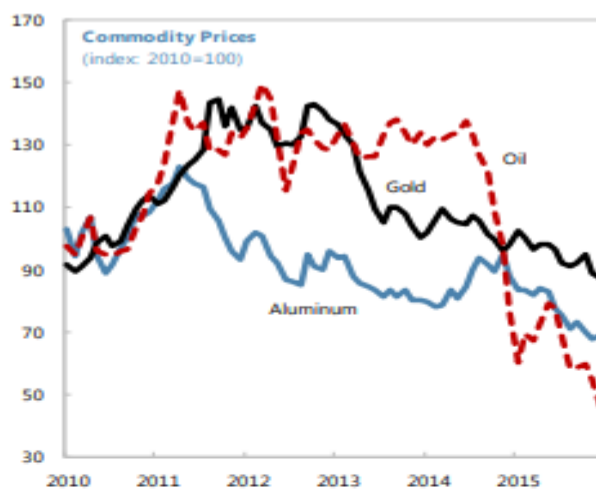
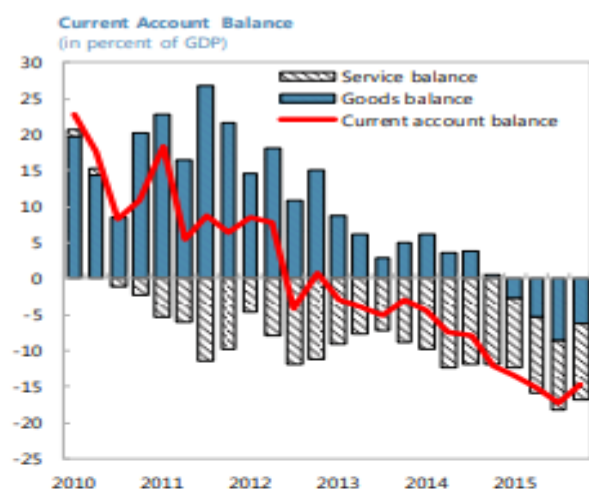
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<sup>1</sup><https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS?end=2016&locations=SR&start=1960&view=chart>

<sup>2</sup> <https://www.csis.org/analysis/surinames-economic-crisis>

<sup>3</sup> IMF, 2016, Press Release No 16/251, IMF Executive Board Approves US\$478 Million Stand-By Agreement for Suriname, May 2016, Washington DC, USA.

<sup>4</sup> <http://caribbean.unfpa.org/en/news/suriname-country-brief-2017>



Source: IMF, 2016<sup>5</sup>

The United Nations Development Programme's 2015 Human Development Report (HDR) Work for Human Development allocates Suriname with a Human Development Index of 0.76, which ranks it on 71<sup>th</sup> place among 188 countries. This report estimates that 7.6% of the population lives in multidimensional poverty, while 2% lives in severe poverty. Poverty, however, is not equitably distributed, with the interior districts being the relatively poorest.

## Education

The education system in Suriname is based on the Dutch system that has slightly changed since its introduction in the 1970s. Formal education consists of 4 levels: primary education (nursery and primary education), lower secondary education, upper secondary education and higher education.

In general, repetition and drop-out rates continue to be high. Moreover, extreme disparities in education exists between the urban and coastal areas, and the interior where the majority of Amerindians and Maroons live. This is apparent from the statistics as well as from numerous reports about the educational sector in the interior of Suriname. The most recent Multiple Indicator Cluster Survey report for Suriname (UNICEF, 2010)<sup>6</sup> shows that these discrepancies start already at preschool age. Another important indicator for Surinamese primary schools is the share of schoolchildren who, after making the 6<sup>th</sup> grade

<sup>5</sup> <http://www.imf.org/external/pubs/ft/scr/2016/cr16141.pdf>

<sup>6</sup> <http://microdata.worldbank.org/index.php/catalog/1913>

exam, are referred to secondary school. Overall, the low number of students that do pass the 6th grade exam with MULO-credentials is worrisome.

### 1.2.2. Key institutional contextual factors within AdeKUS

Suriname has only one University, the Anton de Kom University of Suriname (AdeKUS), located in Paramaribo. In addition, the country has a number of institutions that offer higher professional education; bachelors, Master's and postgraduate programmes.

Within AdeKUS, the administration of research education is managed within the different faculties. In 2017, the university counted 6 faculties, 22 regular bachelor's programmes, and 5 regular and 15 non-regular Master programmes. On top of that, the university includes a number of institutes such as *The Institute for Women, Gender and Development Studies*, *the Democracy Unit* and *the Institute for Graduate Studies and Research* (IGSR). IGSR was established in March 2006 and provides occasional Masters. Furthermore, it has the task of monitoring the quality of the Masters provided.

During the past years, AdeKUS has been working on the accreditation of its studies. The education department (*Kwaliteitszorg*, KZ) facilitates faculties to start their self-evaluation processes. At this moment (March 2018), three Masters (Petroleum Geology, Mineral Geosciences, and SMNR) and three Bachelor studies (Chemistry, Mathematics, and Mechanical Engineering) are accredited by NOVA, the national body for accreditation.

The highest administrative body of the institution is the Board of the University (BvU). It consists of nine members, six of which are appointed and three of which are elected by all levels of the University community. The Board, installed in 2016, has set up a number of committees to evaluate the status on education, research, international relations, projects and donor funding, finances and ICT. The goal was to increase the scientific capacity and performance. Furthermore, several committees on themes such as scientific development, finances and international cooperation were installed. These committees have been given the tasks to evaluate and streamline all ongoing projects and activities, and to give recommendations (VLIR-UOS, 2017)<sup>7</sup>.

In the most recent strategic policy document (2017-2021) produced by the Board, it is described that over the past 2 or 3 years, the university has received on average 50% of the budget that was submitted to the government. The reduction of the annual budget by the government, and the irregular transfers of the monthly subsidy make it difficult for the university to plan systematically. When the current board took office in January 2016, it was confronted with no reserves in times of an economic crisis in the country. Given the developments in the country, the austerity policy and plan for 2017 and beyond will have to be adjusted. The crisis requires sharp financial choices (Strategic Policy Plan, 2017).

In order to arrive at a strategy to acquire a relevant and clearly identifiable identity inside and outside Suriname, the Board described two approaches in its strategic plan. Firstly, the socially grown processes and structures that call for an approach for solving structural social problems. Secondly, the usable basic elements in the knowledge development within the AdeKUS that are relevant for the formulation and elaboration of spearheads have been identified. The AdeKUS will concentrate the knowledge development around three strategic spearheads, namely: biodiversity, diversity of society, and sustainable local production.

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<sup>7</sup> ToR, November 2017.



## 1.3. Evaluation methodology and process

### 1.3.1. Methodology for data collection

**Analysis of existing data** – The evaluators made optimal use of existing documentation and, in particular, of the self-assessment reports and the mid-term evaluation report. The self-assessment reports and the mid-term evaluation report were studied and analysed before the effective data-collection in the field took place. During interviews with the project leaders and the programme coordinators in Belgium and Suriname, the self-assessment reports were further discussed and the extent to which the recommendations of the mid-term evaluation report are implemented, was analysed. Also, secondary sources were consulted when relevant.

**Analysis of the capacity changes at institutional level and in thematic areas** – the IUC programme is one of the factors contributing to capacity development. Capacity development processes are usually non-linear. Moreover, improbable, unpredictable and unexpected events are bound to happen and may have a substantial impact on the university's capacity. Hence, it is important to focus on 'what has emerged' over the last 10 years in AdeKUS as well, instead of only focusing on the documented intervention logic (logical frameworks) of the IUC programme. The evaluators will also focus on the 'enabling factors' and the 'obstacles' encountered when implementing important institutional change interventions. This will enable the evaluators to provide recommendations for future capacity development projects and programmes.

**Semi-structured interviews** – Semi-structured interviews were conducted with a variety of internal and external stakeholders. The most important stakeholders consulted are:

- The rector and other important members of the Board of Directors of AdeKUS
- The programme coordinators and the programme managers of the VLIR-UOS programme
- The project leaders from projects 1-6 and their teams
- The rector and other important members of the faculty of the relevant faculties for P3, P4, P5
- The employees involved: for P1 and P2 these are the ICT, HR department, library, lab, etc. and for the other projects, these are the staff members who participate in the Masters or who do a PhD.
- The PhD students
- Professors, lab employees, researchers who participated in training courses, seminars, etc.
- Lecturers who are involved in the MSc programmes
- Externally involved organisations, companies and other stakeholders at P3, P4 and P5 (also the link with development results)

**Focus group discussions** – For the 3 Master’s programmes developed in project 3, project 4/5 and project 6, focus group discussions were organised (cf. Annex 3) with a group of Masters Scholars and alumni. This enabled the evaluators to assess the quality of the programmes, the relevance, the use of knowledge in their work and private life and the links with changes in society. A focus group discussion also allows to investigate the most important success factors and obstacles encountered in the Master’s programmes and the use of the knowledge by the Master students.

**Restitution and sense-making workshops** – Two workshops were organised. One restitution workshop was held at the end of the field mission, based on a PowerPoint-presentation in order to enable all stakeholders involved in making sense of the data and to identify and exchange lessons learned. A second restitution workshop was organised at the end of the evaluation in Belgium (before the drafting of the final report), to discuss the results of the evaluation with the IUC programme coordinators and project leads from the Flemish educational institutions. The restitution meeting was held in Brussels on the 21<sup>th</sup> of March 2018.

### 1.3.2. Definition of the evaluation criteria and indicators used

The evaluation framework that was developed in the Methodological Note (cf. Annex 2) is composed of five evaluation questions related to the five OECD evaluation criteria. The evaluation framework clarifies how the evaluators will look at the programme and how they will structure their data collection and analysis.

The evaluation questions are elaborated based on the evaluation questions formulated in the ToR and the assessment criteria used in the self-assessment reports. The evaluation questions consist of different judging criteria and guiding questions or indicators. These indicators and guiding questions indicate what information will be looked for and will, as such, guide the data collection and development of interview guidelines.

For each of the judging criteria, an appreciation scale is developed as requested in the ToR. A four-point qualitative scale is used. This scale does not have the intention to cover all indicators/guiding questions (as some of them are more important in the final judgment than others) but is above all helpful in formulating a balanced judgement in a transparent manner.

|               |               |        |         |
|---------------|---------------|--------|---------|
| 4 = Excellent | 3= Sufficient | 2= Low | 1= Poor |
|---------------|---------------|--------|---------|

For this final evaluation, a particular focus will be given to sustainability and effectiveness (progress towards the achievement of the specific objectives).

### 1.3.3. Limitations, evaluability, other issues

The evaluation was executed as planned by three evaluators: Birgit De Clerck (Camino Consult for ACE Europe), Marieke Heemskerk and Céline Duijves (Social Solutions). Conclusions about the findings were the result of joint reflection within the team and feedback sessions in Suriname as well as Belgium.

The team was able to talk to most of the relevant internal and external stakeholders. The high quality of the self-assessment reports, developed by the project teams, contributed to the quality of this evaluation. It enabled the evaluators to gain a profound insight in the project’s strengths and challenges, which could be validated and further discussed during the evaluation visit.

There were only a few limitations in this evaluation:

- For project 3, the self-assessment report was not available. This made it more difficult to assess the results and indicators linked to this project in depth.
- Due to a lot of changes in functioning and staff in some key departments like “human resources” KOR/KZ and IGSR, the evaluators were not able to talk to the relevant persons in these departments. This made it difficult to triangulate the evaluation results of especially project 2 and the HRM-component of project 1.
- Monitoring of the programme was done based upon indicators related to the key result areas (research, teaching, management, human resources development, extension and outreach). Due to the short period available for the evaluation visit, it was not possible to verify all the data provided on these indicators. The evaluators also preferred to document “what has emerged”, instead of controlling monitoring data.
- The limited available time for the whole evaluation process made it necessary to focus on the issues that emerged. Therefore, an in-depth evaluation of the efficient use of the financial means, for example, was not executed.
- As this evaluation concerned the second phase of the programme, the evaluators did not do an in-depth analysis of the origin and start-up phase of the programme. This was also complicated, as several initiators of projects and other people involved in the first phase (in Belgium as well as in Suriname) had left the project and were not available for interviews. The mid-term evaluation, done in May 2012, provided sufficient information to get a good view on the evolution in the projects as well as the programme.

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

The results of the evaluation are described in following chapters. Chapter 2 presents the assessment of the IUC programme according to the different OECD/DAC-criteria. Section 2.1. describes the results at programme level and in the following six sections, the assessment per project are presented. In chapter 3, the conclusions and recommendations are described.

## 2. Evaluation

### 2.1. General evaluation at programme level

In this chapter, the assessment of the IUC programme at 'programme level' is presented, based on the evaluation questions, judging criteria and indicators developed in the evaluation framework. A cross-project assessment was done, complemented with the assessment of specific programme features. For each OECD/DAC-criterion, a table is presented that provides an overview of the assessments at project level, which are further elaborated upon in detail in section 2.2.

#### 2.1.1. Relevance

|                          | P1: ICS | P2: ICS | P3: MSc MERSD | P4/5: MSc SMNR | P6: MSc PT |
|--------------------------|---------|---------|---------------|----------------|------------|
| Response to needs        |         |         |               |                |            |
| Intervention logic       |         |         |               |                |            |
| Synergy between projects |         |         |               |                |            |

#### Relevance

In general, the IUC programme has been very relevant. One of the main goals of the Anton De Kom University of Suriname was to change from a university that is mainly focused on teaching and knowledge transferring to a university with the capacity to conduct research and to produce scientific knowledge. All projects respond to specific needs related to the transition from BSc-oriented university to an MSc-oriented and research university. The formulation of the programme with its constituting projects, ensured clear linkages with the AdeKUS strategic programmes in the beginning and in the second phase to guarantee relevance.

The concept of institutional projects (P1 and P2) is very relevant, taking into account the need to create a research-friendly environment at university level, and responded to clear demands. The focus was put on a large diversity of institutional changes and even genuine transitions that needed to be implemented. Important change processes in HRM, educational quality, PhD-programmes and research quality improvement were planned for in project 1 and 2. This was relevant as these changes at institutional level were important to support the more academic projects 3, 4/5 and 6. But the evaluation provides evidence that these projects were too ambitious and several conditions were not in place to support the envisaged change processes (see further under intervention logic).

The academic projects (P3, P4/5 and P6) create a clear added value for the Surinamese society. Creating and spreading knowledge and research on critical issues, such as sustainable development, natural resources and a healthy lifestyle are crucial in the Surinamese context, which has a strong focus on extractive economy and is often characterised by an unhealthy lifestyle.

A common weakness in P1, P2 and P3 is the weak institutional embedding of the projects within existing structures in AdeKUS and within existing teams. This makes some components of these projects less relevant because parallel structures were created (e.g. in P2, no embedding in IGSR while this institution

was responsible at that moment for research strengthening in AdeKUS). In P1 (the HRM-component) and P3, this was an obstacle for embedding and ensuring sustainability of the project results.

### **Coherent intervention logic**

All projects were based on a coherent intervention logic, combining interventions related to the implementation of research, the realisation of PhDs and training of lecturers, the improvement of the link between education and research (including the development of professional Masters in 3 projects) and the development of outreach services.

The evaluators see a difference, however, between the institutional and the academic projects when looking at their levels of ambition and the identification of assumptions and the risk management. The institutional projects are very ambitious, with important changes expected at the level of the AdeKUS general management, the risk assessment was very weak. Internal factors such as university policy or engagement of faculties have been identified as risks, but a proper analysis of the conditions that need to be in place to facilitate the envisaged change processes, was lacking. This is the case for all projects, but the institutional projects in particular are weak in this respect. A better formulation of assumptions and adaptations based on the analysis of risks / assumptions during the programme implementation might have strengthened the results of the institutional projects. Another weakness of the intervention logic of the institutional projects is related to the weak indicators (unrealistic and difficult to measure) and the lack of baseline data and reliable sources of information at the level of specific objectives.

### **Synergy between projects and added value of an IUC programme (criteria only evaluated at programme level)**

In general, the evaluation provides strong evidence that the IUC programme is mainly the sum of individual projects. The realised synergies between the different projects were limited and opportunities to create collaboration on specific issues or pilots were not used.

Some of the interventions within the institutional projects (P1 and P2) were supportive in realising the objectives of each of the academic projects. This relates mainly to the improvement of the library, ICT and lab infrastructure, the organisation of several workshops and training at university level on scientific writing and the organisation of research days.

However, the planned structural institutional changes, such as improved human talent management conditions, a university policy on and fund for research and an educational centre, etc., were not achieved. This has negatively affected effectiveness and especially sustainability of all projects. The lack of a HRM-policy and tools has even increased the risk of brain drain in AdeKUS. An important reason for this lack of structural institutional changes is the limited engagement of the (often renewed) AdeKUS management teams. But also the weak embedding of the HRM-component and project 2 in existing structures and the limited adaptive capacity in managing these projects partially explain the limited results.

Visible opportunities to collaborate on more practical issues were often missed in the projects. Some examples are the following:

- In P1 and P2, staff was trained on distance learning and AVLM, but this was not used to help lecturers in the academic projects (P3, P4/5 and P6) to develop distance learning modules. In all of the academic projects, there was a clear need for this kind of support but it was never demanded to P1 and P2.
- In P4/5 and P6, some HRM-tools for the evaluation of lecturers were developed, but this was not done in collaboration with P2. Only for P6 some collaboration was established.
- In P2, the focus was on strengthening the research component, but only limited collaboration was developed with the academic project to support the research approach, budgets, etc.
- There was limited exchange of qualified and upgraded lecturers in the different Master programmes (especially P4/5 and P3) and limited exploration of the possibilities for joint research.

The most important reasons mentioned by stakeholders to explain why these synergies were not more developed are:

- The insufficient search for very concrete opportunities to collaborate during the project and programme formulation (example of distance learning)
- The strong focus on a university-wide top-down approach for the implementation of institutional changes (first a general policy at AdeKUS level, then tools that can be used university-wide, ...). A more bottom-up pilot project approach creates more opportunities to link the institutional projects to concrete pilots in the academic projects (or faculties where they are active). This adaptation to a more bottom-up pilot project approach was never considered / discussed in the programme.
- The insufficient dialogue on these more strategic issues in the LSC, FSC and JSC (cf. later in programme management)

## 2.1.2. Effectiveness

|                       | P1: ICS      | P2: ICS      | P3: MSc MERSD | P4/5: MSc SMNR | P6: MSc PT |
|-----------------------|--------------|--------------|---------------|----------------|------------|
| Academic objective    |              |              |               |                |            |
| Development Objective |              |              |               |                |            |
| Scientific Quality    | Not relevant | Not relevant |               |                |            |

### Realisation of the academic objective(s)

The academic objectives for the 3 academic projects were mostly achieved. In the 3 projects, the Master's programme has been developed and implemented for several years. For the 3 Master programmes, there is a clear demand and sufficient new students for each cohort. Focus group meetings with students and alumni reveal the added value of the Master programmes (only 5 permanent Master's programmes are available at AdeKUS), the quality of the education and the research component (compared to the bachelor's programmes) and the possibility to link it with their work (or find work in a related topic). Projects 4/5 (MSc SMNR) and 6 (Ba-Ma PT) were also successful in increasing and gradually upgrading the available staff by supporting them to obtain a Master's and/or PhD degree. For both projects, this

resulted in a motivated and stable number of lecturers and researchers to continue the Master's programme, which is most visible in project 6. In project 3 the upgrading and strengthening of the staff was less successful. This was mainly due to the less strategic focus on team development and the difficulties with the PhDs that were selected in the first years of the project. A more gradual approach, as used in P6 (first focus on upgrading to MSc and in a second step on PhDs) would probably have functioned better.

Only the MSc SMNR (P4/5) was accredited. In P6 the accreditation is planned, but budget constraints delayed the accreditation process. For P3, the ongoing discussion on sustainability and embedding of the MSc MERSD needs to be solved before accreditation will be planned.

Increased research was done in the 3 academic projects, mainly linked to the (ongoing) PhDs and to the student's Master theses. In project 6, the research component was clearly structured in a central topic and 3 research lines and linkages were made to international research programmes to create larger impact and outreach.

The academic objectives of the institutional projects (P1 and P2) were insufficiently reached. As mentioned above, changes in infrastructure (ICT, library, labs) and the improved research capacities of a larger group of lecturers was obtained. More structural changes implemented university-wide, however, were not achieved.

In general, for the programme this means that the academic objectives are partially achieved and that it has contributed to the objective of becoming a more research-based university:

- 3 new Master programmes were developed and are functional: 1 is accredited and 2 are well-embedded in their faculties
- Research programmes were developed that were linked to PhDs and the Master thesis of student
- An increase in academic publications in national and international academic journals
- A change in attitudes towards "research" and innovative tools for learning (distance learning)
- Academic writing has become a stronger focus throughout the university
- There is enhanced motivation to start new permanent Master programmes in the faculties
- More students are aware of, and interested in, the possibilities to do a Master and even a PhD
- Networks with Flemish Universities enable future research, PhDs and joint projects (Erasmus plus, ...)

The overall capacity of the university to perform as an academic institution with a strong research component and clear policies (on HRM, research, a PhD programme, etc.) and tools, however, was not achieved.

## **Realisation of the development objective(s)**

The development objectives, at local and national level, have mainly been achieved within the 3 academic projects. In the 3 Master programmes, an outreach effect by students and alumni is present, because most students have a job in public or private sectors, related to the topics of the Master programmes. In project 4/5, press articles in which students protest against sand excavations or the consequences of 'gold mining' indicate that they are also taking up social engagements and are communicating their knowledge on natural resources.

In all 3 Master programmes, community-based projects and research were developed, with dissemination sessions of the results within communities. In P6, this is linked to more community-based services through projects like FIT KIDS.

In Project 6, research projects of PhDs (and Master thesis) are linked to international research programmes on health. The results are used to provide policy advice to the Ministry of Health. In P4, policy makers on environmental topics such as renewable energy consult the FTeW more often.

In project 4/5, the enhanced collaboration with industrial and private sector partners that resulted in an agreement with the Green Partners Suriname for future funding of the MSc for 5 years, shows the importance and interest of the private sector in 'green solutions'. The idea is to execute more joint research on SMN- related topics and to create better-trained graduates in these topics.

Some planned results were not attained:

- More dissemination conferences and seminars were planned and were not organised by the different projects.
- For P3, it was difficult to develop more structural linkages with policy makers, private sector actors or other societal actors.
- For P6, the idea of delivering community services through the multi-disciplinary centre was not feasible.

The development objectives of the institutional projects were not reached. The evaluators do not consider this as 'development objectives' though. They are formulated as institutional changes at university level. As structural changes at the level of AdeKUS (research policy, HRM-policy and tools, educational quality policies, etc.) were not achieved, these objectives were not reached.

In general, for the programme, this means that collaboration with external stakeholders was increased and their awareness and well-being improved related to the specific areas developed in P3 (sustainable development), P4/5 (natural resources) and P6 (health-related issues linked to PT).

## **Scientific quality**

The scientific quality of the research conducted was assessed as 'good' in all 3 academic projects. A relevant number of articles have been published in international peer-reviewed journals and have been presented in national conferences and seminars. These things did not happen very often before, so this is an important first step.



Within the VLIR-project, 7 students have completed a Master in Belgium (all linked to P6), 5 people completed a PhD (including H. Ori and R. Van Zichem) and 7 PhDs are about to finish. All of them conducted scientific research within their project. In most cases, Master thesis students are also linked to PhD research. Two of the PhDs are not working any more for AdeKUS, however, (one was put on retirement and the other PhD did not receive a contract) because of the lack of HR-policy (career planning) at AdeKUS.

In P6, the research component is well-structured and linked to international research programmes. This creates a leverage effect and enables linkages with the Ministry of Health.

### 2.1.3. Efficiency

|                          | P1: ICS  | P2: ICS | P3: MSc<br>MERSD | P4/5: MSc<br>SMNR | P6: MSc PT |
|--------------------------|--|---------|------------------|-------------------|------------|
| Intermediate results     | <ul style="list-style-type: none"> <li>• ICT</li> <li>• LiB</li> </ul> | • HRM   |                  |                   |            |
| Relation input<br>Output |  |         |                  |                   |            |
| Project management       |  |         |                  |                   |            |
| Programme management     |  |         |                  |                   |            |

#### Level of intermediate results realisation

In the academic projects (P3, P4 and P5), the majority of the intermediate results have been achieved at project level. Results to be finalised relate mainly to the finalisation of PhDs and the accreditation of the Master's programmes (P3 and P6). A challenge for the 3 projects was that there were lower number of students graduating than planned. This is understandable in the Surinamese context though, as most students in the country combine their Master with a job. The consequence is that it often takes more time to finalise their studies and especially their thesis.

The weakest IR in project 3 is the institutional embedding of the Master programme in the faculty (cf. institutional sustainability). More details are described in the project assessments (previous chapter).

Most of the intermediate results of the institutional projects have not been realised. Appropriate investment in ICT software and infrastructure (ICT, library and labs) were done, and lab employees, ICT, library staff and lecturers were trained in different areas. More structural changes, however, have been suspended (HRM, ESC, PhD programme) mostly those related to the structural development of institutional policies and instruments. The institutional projects were clearly too ambitious and the conditions that needed to be in place to implement the desired change processes and the risks were not sufficiently analysed. Another factor was the lack of leadership and commitment at the ADEKUS University to fully invest in the institutional project. The evaluation provides evidence that the involvement of key persons in the South with the most relevant local expertise and a decision-making role within the university is crucial for the success of institutional projects. As mentioned in the project evaluations of P1 and P2, this was not the case for all expertise areas (cf. chapter 2.2). Finally, the change processes were not always well-designed and not sufficiently adapted. This will be further elaborated upon in the next paragraphs.

Appropriate investment in ICT software and infrastructure were done, complemented by university's own resources to update the fibre-optic connection and the server room.

### **Relationship between means, results and objectives**

For the institutional projects, some relevant and cost-effective investments were done in infrastructure, lab equipment and training. In general, the evaluators consider the investments in P1 and especially P2 as not sufficiently in line with the achieved results. The evaluators think that the PLs and PCs waited too long to take strategic decisions in project components where no progress was made (HRM, ESC, PhD programme). If these project components would have been ended earlier in the process or if a more pilot-project approach had been installed in synergy with the academic projects, the budgets would have been used in a more efficient way.

In project 3, the budget spending generally seems to be in line with the results achieved. Only the team upgrading through PhDs is considered to be less cost-efficient by the evaluators. In the first project phase, the selection of team members was not successful and in the second phase the PhDs were not sufficiently linked with the FMijW. The cost of the PhD studies has been very high and a more cost-effective strategy, as recommended in the mid-term evaluation (e.g. specialised Master instead of PhD), was not considered.

For the academic project P4/5 and P6, the evaluators consider the project means well used and in relation to the sustainable results that are reached. In project 6, the initial budget was used as planned with no overspending. Even difficult aspects, such as the upgrading of staff, was done in an efficient way by opting for a gradual approach. In P4/5, some overspending was done, but this was used for stimulating research programmes and supporting extra PhDs throughout the project.

In general, the budget spending seems to be too high for the results achieved. This is mainly linked to the limited results of the institutional projects and the insufficient strategic adaptations made in the programme in case it was clear that no progress was made.

Finally, we would like to mention the high costs and the limited efficiency of the PhD programme in general. We consider the choice for PhDs in the IUC programme as a good strategy, but in the IUC AdeKUS, several problems were mentioned during the evaluation:

- For the MSc students of P6 that went to Belgium, contracts were signed and they were recruited at the FMeS when returning to Suriname. In the other projects (P2, P3 and P4/5), no contracts were developed with PhDs before they went to Belgium for their studies. In some cases, this created misunderstandings on mutual expectations, rights and obligations. Clearly, a signed contract at the start of a PhD trajectory can be useful to clarify and strengthen (future) relations with AdeKUS University, hence reducing risks for a brain drain.
- There were high costs of PhDs with a high margin of failure (weak selection, wrong selection, differences in costs, etc.)
- A calculation of costs and possible benefits was never done and compared to alternatives, which would have also contributed to achieving the programme's objectives and would have been less uncertain to achieve (e.g. specialised Master instead of PhD)

## **Project and programme management**

### **Project management**

In P4/5 and P6, project management was very well executed. Based on the analysis made in the projects (cf. previous chapter), we can conclude that following factors had a rather positive influence on project management:

- The project was strongly embedded in existing structures.
- The project built on the existing capacities of an existing team, which was responsible for the implementation and continuation of the project.
- There was a strong focus on strengthening the team's engagement (regular meetings, team building, etc.).
- There was a good selection of the PLs in a position to take decisions and to motivate the team, with a good network as well as skills in change management.
- The PLs assured good, frequent and transparent communication with the faculty management (vertical linkages) to create engagement of the leadership.
- The PLs had strong change management capacities:
  - A clear vision on change and steps to implement the change
  - A focus on gradual upgrade (step by step) of the staff from the start
  - Strategic follow-up on progress and adaptation
  - Expertise with facilitation of change
  - Evolution from a more hands-on to hands-off strategy

In other projects, the PLs did not always have the right position and mandate to implement the planned changes and/or did not always have sufficient capacities to implement and adapt relevant change processes in a difficult institutional context as present in AdeKUS. Some common weaknesses in project management were:

- A limited use of existing structures and strengths of relevant people
- Not enough strategic and coherent design/planning of the change processes: Too much separated activities and trainings rather than integrated change processes for the different IRs
- Insufficient follow-up on the achievements and planning of the next steps
- Limited adaptation capacity to institutional changes and changes in context
- Too much operational (hands-on) involvement in the project, with limited time/attention for strategic reflection and planning
- Not enough attention for long-term embedding of the projects results (focus on short-term changes)

Project leaders were volunteers. In all projects, the FPLs and the LPLs have been strongly engaged and have spent a lot of time and effort on the project. On the one hand, each of the PLs has his/her own strengths and weaknesses. This diversity is highly appreciated in the VLIR-UOS IUC programme and should be considered a strength. On the other hand, the evaluation provides evidence that the project leaders have an important influence on the results of the projects. Therefore, the FPLs and LPLs need to be carefully selected. If the necessary capacities to facilitate change processes (in a difficult institutional context) are not sufficiently present, PLs need to be strengthened by VLIR-UOS and they need to receive more support from the programme coordinator, the VLIR-UOS programmes coordinator and the JSC. This kind of capacity strengthening and coaching was not sufficiently done in the VLIR-UOS IUC with AdeKUS. During the evaluation, many of the FPLs and LPLs requested to receive more capacity strengthening and individual support during the implementation of the project.

### **Programme management**

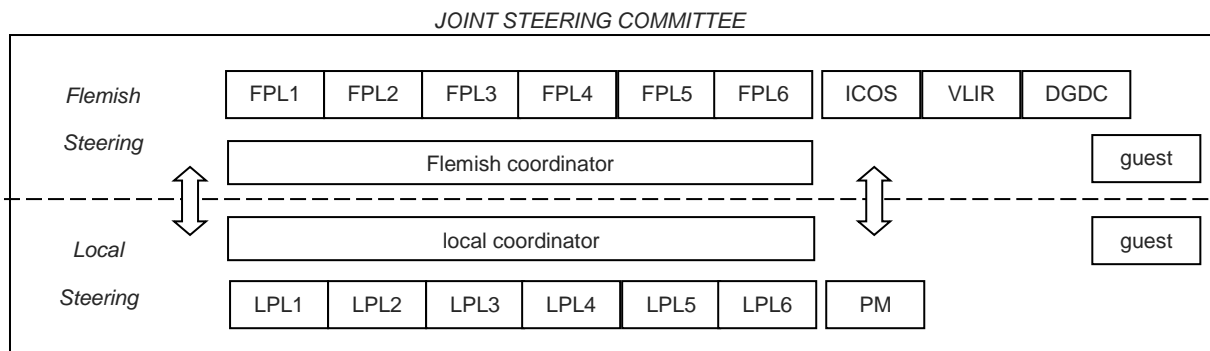
Overall, all stakeholders interviewed in Belgium and Suriname positively assessed the programme management. The quality and capacity of the programme managers at the PSU and ICOS units in particular were mentioned. The financial and administration systems are professional and well-developed. The added value of a PSU-team and office is clear.

One of the weaknesses mentioned during the evaluation was the insufficient strategic follow-up of both the projects as well as the programme to assess whether the planned progress on objectives was reached and/or if adaptive measures were taken. According to VLIR-UOS guidelines, the decision-making body for the AdeKUS IUC programme is the Joint Steering Committee (JSC). The majority of stakeholders mentioned during the evaluation that the LSC, the FSC and the JSC were well-used as a forum to inform the other PLs, the PM and VLIR-UOS members on the current status of the projects, to report on activities of the previous year and to plan activities for the next year. According to the same respondents, critical reflection on the risks and assumptions in projects and programmes only happened to a limited extent (for e.g. a discussion on strategic adaptations to stop a project or the use of another strategy, etc.). However, no clear decisions were taken on necessary actions, responsible persons and on timing for the implementation during the JSC. This hampered effective programme management.

In line with this analysis, the evaluation made clear that the logframes of both projects as well as programmes are still too general, with insufficient measurable indicators and baseline data. They are not used as an instrument for follow-up and management by the PLs, the PCs or the JSC.

Another problem encountered is that the necessary vertical linkages to align the projects and programme with management / leadership functions at faculty and university level, are not defined in the Management Manual for the IUC AdeKUS. Their presence in JSC or the need to organise regular meetings, provide regular reports or the transparency linked to the budgets, are not defined. The evaluation provides evidence that how these vertical linkages or communication are organised depends on the PLs and the PCs. The better they were organised (P4/5 and P6), the better the embedding and sustainability of the projects.

The following figure shows the structure and its composition of the JSC. Guests may be invited to the JSC meetings if both coordinators agree.



Without linking this kind of programme management committees to existing structures and leadership levels of partners faculties, institutes and the university, the VLIR-UOS-programme risks becoming an island within this partner university, a term that is frequently used when outsiders in the university talk about the VLIR-UOS IUC programme with AdeKUS.

The main functions of the local programme coordinator, as defined in the management manual are: (1) ensuring communication with management levels and between PLs, (2) facilitating decision making, team building, (3) representing the management of the IUC and acting as a spokesperson and (4) supervising and instructing the LPL. The local programme coordinator therefore mainly has a networking, communicating, monitoring and a supporting role. In this role it is crucial that the different actors trust the coordinator to be supportive and neutral. Because of historical interpersonal relations, these conditions were not fulfilled at AdeKUS and there was limited opportunity for the LPC to take up his role as a networker and spokesperson for the projects and the programme. This negatively affected the programme results and its institutional embedding.

Finally, the evaluators want to mention that the role of the 'teams' that are chosen during the project formulation, is neither clear nor described in the management manual. For most PLs and for the evaluators, the South team plays a crucial role in implementing and continuing the planned project or changes. These teams therefore have a crucial role for the success of the project and programme. Regular meetings with the team (per project) for planning, discussing progress, adapting steps/activities and for more strategic reflection on the project's progress are needed. This must be linked to capacity strengthening of these teams, so that they are able to continue with the project activities (if still relevant) after the project. While this seems logical, it was not done in all projects (P2, P3).

The sustainability of the capacity gained regarding programme management is questionable. No strategy to that end is foreseen. The department for international relations, which could be assigned with the management of external donor-funded projects, is not fully developed and currently does not have the capacity to attract foreign funding. The attraction of funding from external donors and the management of the projects/programmes, is left to the initiative of the professors and faculties themselves. There is no plan to integrate the programme support unit into a larger department for international relations, which could strengthen the management of donor-funded projects.

## Strengths and challenges of the North – South partnerships

The collaboration between Flemish Universities and AdeKUS is one of the major strengths of an IUC programme. It allows for the transfer of knowledge on curriculum development, the content of the Master programmes (sustainable development, natural resources or psychotherapy), the development of research programmes, etc. This has been a key success factor in academic projects. The possibilities for the AdeKUS staff to upgrade their capacities through trainings, workshops and MScs or PhDs in Belgium are another key success factor to guarantee the sustainability of results. Finally, the teamwork between the Surinamese and Flemish team leaders and the programme coordinators works complementary and creates new dynamics.

The main challenges encountered are:

- For the institutional projects, another type of N-S capacity strengthening is needed. Furthermore, there is a need to strategically rethink possibilities and to experiment with new collaboration models (selecting Flemish project leaders from the universities' supporting departments, working with Surinamese experts for the institutional projects, etc.)
- In Flemish Universities, the international work is often linked to the individual's interest. Institutional linkages and support are in most of the cases weak and limited to the international department.
- The North-South collaboration still focuses too much on the transfer of knowledge from the North to the South. There is a clear demand from the partner university to strengthen joint research and to implement institutional collaboration between universities.

### 2.1.4. Sustainability

|               | P1: ICS | P2: ICS | P3: MSc MERSD | P4/5: MSc SMNR | P6: MSc PT |
|---------------|---------|---------|---------------|----------------|------------|
| Institutional |         |         |               |                |            |
| Financial     |         |         |               |                |            |

#### Academic and institutional sustainability

The institutional sustainability of the MSc SMNR (P4/5) and the Ba-Ma PT is high. For both Master programmes there is a commitment of the faculty management to continue with the programme as they have a high added value for both the faculty as well as for the students. The demand of students is also present. Both projects were able to strengthen and upgrade the team of lecturers / researchers through MSc programmes and PhD sandwich programmes in Belgium. The majority of lecturers / researchers also have a contract with either the faculty or AdeKUS (70% for SMNR and 100% for Ba-Ma PT) and they are able to implement the Master's programme, without depending on Belgian lecturers. The research programmes are linked to the PhDs and Master thesis students. For the Ba-Ma PT, the research is also linked to larger international research programs, which provides better guarantees for sustainability. For the MSc SMNR, the strong support of a consortium of 15 enterprises (Green Partners) in the educational, research and the financial part of the Master's programme is an important leverage for sustainability.

For MSc MERSD, the institutional sustainability is weak, with the continuing dependency of the project on a very limited number of key people and of Flemish lecturers being the main problem. The strengthening of a local team of lecturers / researchers and the embedding of the MERSD in FMijW was not

successful, which results in a weak institutional sustainability of the project results. The evaluation provides evidence that, from the start, not enough attention was given to engage key stakeholders in the project. Other explaining factors are (1) the difficulties the project had to select successful PhD candidates and (2) the personal relations and conflicts that played a negative role in this project.

The institutional sustainability of the results of project 1 and 2 (institutional project) are limited as well. As mentioned above, changes in infrastructure (ICT, library, labs) and the improved (research) capacities of a large group of lecturers, technical staff and lab employees was obtained.

More structural changes implemented university-wide, however, were not achieved. If the AdeKUS management will not structurally develop policies and tools to strengthen the research culture, these effects might run the risk of fading away. The limited ownership and engagement for projects at university management level and at team level (for P2) over the years, is not very promising for future institutional sustainability.

The institutional sustainability of P1 is evaluated as 'better' than that of P2 because:

- The ICT and library staff put in a lot of effort to invest in sustainable equipment and open source software, to ensure the continuation of the use of this equipment after the project;
- The statistics from the library show that the use of the EBSCO-platform, that enables access to a large amount of international research papers, has increased from 38.711 visitors in 2013 to 300.868 visitors in 2017. This EBSCO-subscription fee is paid by AdeKUS since 2017 (no longer by the IUC programme). Teachers, researchers and students also make more use of the upgraded Moodle platform. The use of distance learning software and equipment has been limited up until now (cf. evaluation of project 1);
- The good embedding of the ICT and library component: the ICT and library staff are engaged and will continue to use their newly-gained knowledge.

For the programme this means that, for academic and development results, the results of 2 Master programmes (P4/5 and P6) and the research linked to these programmes are institutionally well embedded and will continue. For the other academic and development results, the institutional embedding is weak and the risks that these effects will fade away over the years are substantial.

Concerning the institutional embedding of the PSU, no clear planning and commitments are made. This is only mentioned in the commitment document for the AdeKUS board, but no clear strategy or planning is developed.

## **Financial sustainability**

Financial sustainability is hampered by the decreasing amount of government funding becoming available for the university (cf. context in Suriname) and the unwillingness of the AdeKUS Board to take decisions and commitments for the further financial support of the different projects results.

At university level, no commitments are made on future investments in the maintenance and updating of infrastructure (ICT, labs, library), no funding is available for research (no R&D fund), no clarity is created on the use of scholarships for the Master programmes and no strategies are developed to attract external funding.

At project level, the financial sustainability of the institutional projects (P1 and P2) is weak. No (financial) follow-up plans were developed and no new external donors were attracted. For P3 (MSc MERSD), the financial sustainability is weak as well. No commitments are made by the FMijW of AdeKUS to provide contracts to the remaining 4 PhD students or with Flemish lecturers. The payment of Flemish lectures

(North-South mobility) was already problematic at the moment of the evaluation and it is not clear what the future strategy will be to enable payment of the Belgian/international lecturers.

The financial sustainability of P4/5 is guaranteed because:

- 70% of the lecturers / researchers have a contract with the FteW or at AdeKUS
- There is a commitment from the consortium of 15 enterprises, the Green Partners, to provide a fund to cover the costs of the SMNR for the next 5 years.

For P6, the financial sustainability is good because the Ba-Ma can continue to operate, as 100% of lecturers / researchers have a contract with the FMeW and the research programmes are often linked with international research programmes. For the maintenance of equipment and the future PhDs and research, new external grants are being purchased and the Network with the Flemish Universities will be continued.

Concerning the financial embedding of the PSU, no clear planning and commitments are made. This is only mentioned in the commitment document for the AdeKUS board, but no clear strategy or planning is developed.

### **Strategies to strengthen sustainability, follow-up plans and support for the phase-out**

In the majority of projects, no detailed follow-up plan was developed for the phase-out. In P4/5 and P6, the Master's programme was evaluated, staff requirements and planning were set up and negotiations were conducted with the faculty. In P3, a plan for the embedding of the MSc. MERSD was developed in June 2016, but follow-up of this plan's progress was weak, especially after the (forced) retirement of the LPL. No follow-up plans at project level were developed for the institutional projects (P1 and P2).

In general, the follow-up plans are weak and not enough attention is given to follow-up on the progress. During the evaluation, the PLs requested more support from the PSU and from VLIR-UOS on the development and critical follow-up of these plans. Most of them are not familiar with the phasing out of projects and need more support to develop good cost calculations (e.g. calculations of the total costs and break-even point of a Master's programme) and a concrete follow-up plan including all necessary steps, responsible persons, budgets and a clear timing.

At programme level, the phase-out focuses primarily on continuing the support for the ongoing PhDs and the consolidation of their research. The phasing-out programme does not include a clear strategy to strengthen institutional and financial sustainability of the project results. A 'commitment document on the transfer of activities linked to the AdeKUS IUC projects' was developed and discussed with the Board of AdeKUS. The document contains a limited list with 'activities /costs to be transferred to AdeKUS (dates 02/02/2017)' and a list with the 'current results and status of the projects (dated 6/6/2017)'. Both the actual status of these documents as well as the status of the negotiations is not clear for the project leaders. The local programme coordinator states that he is still waiting for a reply from the Board of AdeKUS on the requests for transfer of activities and costs.

During the closing event of the programme, a one-week programme is planned to discuss the results and the future of financial and institutional commitments from AdeKUS. Taking into account the absence of concrete interventions and commitment in that aspect during the ten years of programme implementation, there is a risk that this activity will remain lip service.



### 2.1.5. Impact

Under this evaluation criterion, we are not describing the results linked to the academic and development objectives of the projects and the programme, as they are described under effectiveness. The focus in this section is mainly on examples of project upscaling and on programme results in the university, by external stakeholders or in the region. For the programmes, we did an analysis of the regional impact.

|  | P1: ICS      | P2: ICS      | P3: MSc MERSD | P4/5: MSc SMNR | P6: MSc PT |
|--|--------------|--------------|---------------|----------------|------------|
| Academic impact in AdeKUS                          | Not relevant | Not relevant |               |                |            |
| Impact on local and national development processes | Not relevant | Not relevant |               |                |            |
| Regional impact                                    |              |              |               |                |            |

#### Academic impact

The projects 4/5 and 6 are considered an example within their faculties and for the university in different areas: (1) the implementation of the new CC and MCs or Ba-Ma programmes, (2) the accreditation (only for P4/5) and (3) the structural linkages developed with societal stakeholders (private sector /communities and international research programmes). Evidence is found these examples and the lessons learned are used (1) for the development of new MSc programmes at the FteW (ex. MSc in Renewable Energy), (2) as an example and stimulus for other faculties to get their programmes accredited and (3) to stimulate and invest in collaboration with societal actors.

The research days gained substantial support in AdeKUS and will continue to be organised, because it is seen as a good strategy to simulate students and lecturers to disseminate their research findings through poster presentations and articles.

#### Development impact

The impact and the outreach effect of students and alumni is important in the 3 Master programmes. A large majority is working in the field of NR, with government institutions or in private companies.

The impact on national development processes is clearly present in P4/5. The collaboration with the consortium of 15 industries/companies in Suriname to work together on research and education linked to NR has an important impact on the Surinamese society. The FteW is also becoming a partner of policy makers to provide policy advice on topics like renewable energy.

In P6, the research programmes of PhDs and Master students are linked to larger research projects. They also serve as policy advice for policy makers on important topics, such as risk factors for health. Furthermore, community development projects such as FIT KIDS are developed with local societal impact and the creation of awareness on health topics.

#### Regional impact

One of the programme objectives was to become a high-ranked institute in the region. In the ToR, the following questions are mentioned: Assess the positioning of AdeKUS and Suriname in the higher education market to attract Caribbean students. Was this achieved? Being the sole university in Suriname,

what about inter-institutional cooperation in South America or more specifically within the Caribbean region? Did prospects for strengthening South-South cooperation evolve on this matter?

The evaluation provides evidence that in the three different Master's programmes developed in the IUC, linkages are established with the Caribbean region (Guyana, Trinidad, Barbados). Lecturers from these regions are incorporated in the Master programmes. During the IUC programme implementation, 2 international conferences with a regional focus were organised at AdeKUS, with a lot of professors and lecturers from Brazil and the Caribbean region being present.

During the IUC-programme implementation, a European programme (EDULINK) was being implemented. This programme was aimed at developing a Master's programme on renewable energy and was a collaboration between AdeKUS, KU Leuven and the University of Guyana.

The initiatives mentioned above are mainly ad hoc activities and have been realised through personal international networks of individuals. In general, the role of the university in the region has not substantially changed. The main reasons mentioned during the evaluation are:

- Two of the three developed MSc Programmes are mainly in Dutch. This is a clear obstacle to attract regional students.
- Opportunities to strengthen structural collaboration in the region, for example with UWI through distance learning, were not supported by the AdeKUS Board.
- Facilities for foreign students (e.g. housing) are limited.

## **2.2. Evaluation per project**

### **2.2.1. Project 1**

#### **Description of the project (intervention logic)**

Project 1 is a response to the limited organisational and administrative capacity of the university in some specific areas, namely:

- The lack of Human Resources Management. This affects the quantitative and qualitative progress of education and research at AdeKUS
- the quality of data communication within and between the premises
- the illiteracy of students, lecturers and researchers regarding online information

The specific objectives of the project are:

- **Specific Academic Objectives:**
  - An environment is created in which lecturers and researchers are familiar with a set of skills, which allows for an academic attitude in education, in research, and in publishing.
  - An environment is created in which technical and administrative staff acquires the right skills and motivation to support the university community through a smooth operation.
- **Specific Development Objective:** The ADEKUS organisation performs in an efficient and effective way to the benefit of the university community.

In order to achieve these objectives, the following intermediate results were formulated:

- **IR1: ICT:** The ICT infrastructure operates to the complete satisfaction of all departments, faculties and institutes.
- **IR2: HRM:** The performance of personnel is improved by increased productivity, individual performance, improved management control and a motivated workforce. The HR-instruments are incorporated in the daily operations.
- **IR 3: Library:** The cooperation between library, education and research is intensified. The library is equipped with necessary information for education and research and offers services to assist researchers with their search for important information.

### Assessment of the evaluation criteria

| Relevance   |   |
|---|---|
| <b>Responds to needs</b><br><b>Score: 4</b>                   | <ul style="list-style-type: none"> <li>• Clear link to the AdeKUS general strategy: transition from BSc-oriented university to a MSc-oriented and research university</li> <li>• Link with the strategic plan of ADEKUS (2012-2018) and tackling some important weaknesses of ADEKUS</li> <li>• Creation of the necessary conditions for success of P3, P4/5, P6</li> <li>• Positive reformulation process after the mid-term evaluation (less ambitious)</li> <li>• Not enough attention to institutional embedding of the HRM-component</li> </ul>  |
| <b>Synergy &amp; collaboration</b><br><b>Score: /</b>         | <ul style="list-style-type: none"> <li>• No evidence of synergies with other institutional strengthening projects</li> </ul>  |
| <b>Coherence of the intervention logic</b><br><b>Score: 2</b> | <ul style="list-style-type: none"> <li>• The reformulation of the project after the mid-term evaluation made the intervention logic less ambitious, with more low hanging fruit interventions for success</li> <li>• Coherent intervention logic.</li> <li>• The indicators at the level of the IR's are realistic and measurable.</li> <li>• At the level of the specific objectives there is no reliable baseline data and the sources of information mentioned at AdeKUS level often do not exist. This makes it very difficult to assess the attainment of the specific objectives.</li> <li>• The assumptions mentioned in the logframe are often unrealistic assumptions for a project that will run for 10 years: "AdeKUS guarantees that a HRM-policy is in place"; "The entire university community/board is committed and involved".</li> <li>• The intervention was not adapted sufficiently (especially HRM), to changes in the context (changes of the management of AdeKUS).</li> </ul> |

### Conclusion on relevance

The project is relevant because it answers to AdeKUS' specific institutional needs and weaknesses. The programme formulation in the beginning and in the second phase ensured clear linkages with the ADEK strategic programmes to guarantee relevance. The project is also relevant because it creates some necessary conditions to increase the success of project 3, project 4/5 and project 6. (preventing brain drain of people who get the opportunity to realise MScs or PhDs, ICT upgrades, etc.)

The intervention logic is coherent, but the assumptions were unrealistic, especially those linked to ownership and involvement of all levels in the AdeKUS university. The monitoring of the assumptions was not described in the yearly reports. The interventions were not flexible enough to adapt to the strategic, institutional and policy changes of AdeKUS, especially for the HRM-aspect of the project. Two other weaknesses of the intervention logic are the fact that indicators were not very SMART on the one hand and the lack of baseline data and reliable sources of information, for the specific objectives, on the other.

| Effectiveness = To what extent the project's specific objectives have been achieved |   |
|---|---|
| <b>Specific academic objectives</b><br><b>Score: 2</b>                              | <ul style="list-style-type: none"><li>• The skills of technical and administrative personnel, especially from the library and ICT-team, have improved and they have access to better equipment.</li><li>• Little evidence is found that the overall performance of lecturers and researchers in AdeKUS have improved linked to education and research, through the work done in project 1.</li><li>• Proposals for HRM-policies were developed but never approved, nor implemented, no HRM-tools were developed to motivate or evaluate lecturers and researchers.</li><li>• An unexpected negative outcome caused by a lack of positive HRM-policy and tools, is the increased risk of brain drain from AdeKUS, especially when taking into account the country's economic crisis.</li></ul> |
| <b>Specific Development Objective</b><br><b>Score: 1</b>                            | <ul style="list-style-type: none"><li>• The development objective is formulated in a very ambitious way for the global management of AdeKUS, without baseline data.</li><li>• The mentioned sources of information are not available, so it is impossible to assess the achievements.</li><li>• No significant improvements in general management performance are reported and the linkages with the VLIR-project are not clear.</li><li>• The only notable improvements are the improved performance of the ICT and library departments.</li></ul>   |
| <b>Scientific quality</b><br><b>No Scoring</b>                                      | <ul style="list-style-type: none"><li>• Due to increased ICT access, the availability of ABCD-library programmes, the access to international journals and the distance learning modules the possibility to do qualitative research has been increased. This creates necessary conditions to do qualitative research.</li></ul>   |

### Conclusions on effectiveness

Overall, the academic and development objectives were not achieved in a satisfactory manner, due to a lack of support of the AdeKUS community and especially, of the AdeKUS management.

The upgrade of the ICT and library infrastructure and staff performance of these 2 departments, have had some positive impact, and offered the possibility to do more qualitative research. Furthermore, access to more relevant resources has increased. But the lack of results on the HRM has had a very negative impact on the overall achievement of the specific academic objectives.

The lack of support and engagement at the AdeKUS management levels only makes it possible to train individual staff members and to improve infrastructure, but real structural policy improvement through developing and implementing approved policies and tools is impossible. This leads to a number of punctual changes, but not to structural institutional strengthening.

Other factors that negatively influence, like the weak capacity to adapt the HRM-strategy, will be further elaborated upon in the general description of strengths and weaknesses of project 1 under 'efficiency'.

| Efficiency   |   |
|--|---|
| <b>Intermedi-<br/>ate results</b><br><b>Score: 3</b>           | <p><b>IR1 - ICT:</b></p> <ul style="list-style-type: none"><li>Improved hardware and software, improved ICT-capacities of the ICT-team and the library. Facilities for distance learning are available and people are trained (collaboration with P2).</li><li>The AdeKUS information system (student administration) is not operational, although an external firm has developed the software.</li><li>Tools for distance learning are used to a limited extent.</li></ul> <p><b>IR2 - HRM:</b></p> <ul style="list-style-type: none"><li>Different proposals for a global HRM-policy were designed but never approved nor implemented.</li><li>Training of several stakeholders was done, but there was little evidence of the use in practice.</li><li>No policy and HR-tools for career planning or assessment of lecturers.</li><li>No structural training plans were developed.</li><li>Little evidence of collaboration with KOR / KZ on these topics.</li></ul> <p><b>IR3 - Library:</b></p> <ul style="list-style-type: none"><li>The equipment and capacities of the library and library staff has improved.</li><li>There is improved access to online catalogues and databases for lecturers and researchers and statistic evidence of increased use of these databases.</li><li>Linkages were made with other departments and faculties.</li><li>The Library Commission, to institutionalise the linkages with other departments and faculties, was not reactivated.</li></ul> |
| <b>Relation-<br/>ship input-<br/>output</b><br><b>Score: 3</b> | <p>Over the years we see that project 1 has always underspent its budget. Over the 5 years, more than 21% of the budget has not been spend. This budget was used for other projects (P3 and P4 / 5). The main reason is that interventions for the</p>  |

|   |  |
|---|--|
|   | <p>transition from PZ (personnel department) to an HR-department have been implemented to a minimum because an approval of the HRM-policy did not come from the Bureau or the AdeKUS Board.</p> <p>With a shift in budgets, the simplest solution was chosen, while it would also have been possible to look for alternative strategies that were feasible.</p> <p>In general, the budgets seem to be spent correctly and in proportion to the results achieved. Some examples of investments in expensive (AVLM) training that are not profitable because no conditions are created for the application of this new knowledge, were encountered.</p>  |
| <b>Project management</b><br><b>Score: 2</b>  | <ul style="list-style-type: none"> <li>• Good knowledge and follow-up for the library component by the LPL</li> <li>• Good relationships with the PSU</li> <li>• Positive collaboration with the ICT-department</li> <li>• Strong engagement of the PLs</li> </ul> <p>BUT:</p> <ul style="list-style-type: none"> <li>• Insufficient follow-up of results, progress made in ICT and especially HRM by PLs</li> <li>• Selection of LPL: no mandate and limited knowledge on HRM</li> <li>• Strengthening of the team and engaging the team members over the whole period of the project was difficult.</li> <li>• No team members with the necessary capacities on HRM</li> <li>• Limited capacities to adapt at the level of PLs when some components of the project are not progressing</li> </ul>  |
| <b>The quality of the change processes and change management</b><br><br><b>No Scoring</b> | <ul style="list-style-type: none"> <li>• Some important lessons were learned from the mid-term evaluation and the project was redesigned with more realistic IRs. This enabled some positive changes at ICT- level and for the access and use of library materials.</li> </ul> <p>BUT:</p> <ul style="list-style-type: none"> <li>• Too fragmented activities, often linked to the training of individuals and access to infrastructure, did not lead to the expected change. The assumption was made that if you provide the necessary infrastructure and train the people, they will put it into practice. But considering the context of AdeKUS, with a lot of obstacles to implement new knowledge and skills in the working environment, this assumption is not realistic. There is a need to develop a clear change process, where activities to implement the newly gained knowledge are included. (e.g. AVLS training and infrastructure usage is very limited)</li> <li>• Not enough follow-up on the achievements and planning of the next steps.</li> <li>• The initial goal was a university-wide transition approach and this goal/strategy was not adapted when it appeared unfeasible. <ul style="list-style-type: none"> <li>○ Possible linkages with activities done in the other projects on HRM (P4/5 and P6) were not used.</li> <li>○ A pilot project approach (based on smaller steps and change) at for example faculty level (e.g. linked to distance learning) could have been developed.</li> </ul> </li> <li>• Institutional embedding of the HRM-component was not well done. <ul style="list-style-type: none"> <li>○ Basic conditions to start with the development of a HRM-policy and tools were not present (no team, no HR-manager to take up this task).</li> </ul> </li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>○ Selection of the LPL: Limited knowledge and lack of mandate on HRM for the LPL (the Director of the Bureau was probably the most logical person for this transversal project)</li> </ul> |
| <b>Final judgement/comments</b> <p>The intermediate results have been partially achieved, especially the indicators linked to (1) ICT-infrastructure and (2) the cooperation with the library. But also, in these 2 intermediate results, the implementation of more structural institutional changes (information system, Library Committee) was not achieved. The intermediate result 2, linked to the HRM, was not achieved at all.</p> <p>The limited results can be explained by the lack of engagement of the management of AdeKUS, but also by some deficiencies in the management of the project and the change management, which was not optimal. The most important weaknesses are:</p> <ul style="list-style-type: none"> <li>• The weak institutional embedding of the HRM-component;</li> <li>• The insufficient knowledge and follow-up on HRM-interventions and other interventions (e.g. distance learning);</li> <li>• The implementation of fragmented activities, with no clear design of a change process that enables real change in the work context of trained people;</li> <li>• Weak risk or feasibility analysis, with unrealistic assumptions and some unrealistic outcomes;</li> <li>• The weak adaptation capacities in the project when it is clear that no progress is made on specific results or sub-results.</li> </ul> |   |

| Sustainability                                     |   |
|--|---|
| <b>Institutional</b><br><b>Score: 3</b>            | <ul style="list-style-type: none"> <li>• The project component on ICT was a continuation of investments done in a previous ICT-project, done with a donor from the Netherlands. This has enabled continuity and investment for a long period of time.</li> <li>• Focus on 'open source' software and LT-investments in hardware.</li> <li>• Network with Belgian partners for support was continuous.</li> <li>• Moodle as a learning platform &amp; distance learning: mind shift is ongoing</li> <li>• Skills improvement of staff will continue to exist.</li> <li>• Negotiations for follow-up after the project are ongoing. This resulted already in EASCO and STOR subscriptions (online platforms for research papers) being paid by ADEKUS.</li> <li>• No formal follow-up plan for the project was developed that can be used during the phase-out. In the general 'commitment document' at programme level, the need to take over subscriptions for the online library platforms and the software (SPSS) license are mentioned.</li> <li>• HRM: negative because of lack of results and no real indications that there is a will to engage in HR-policies and HR-tools.</li> </ul> |
| <b>Financial</b><br><b>Score: 1</b>                | <ul style="list-style-type: none"> <li>• The university has limited financial resources available for computer and network equipment, additional resources for library, etc.</li> <li>• No commitment for continuing the investments in maintenance and updating of ICT infrastructure.</li> <li>• No strategies to attract new external funding.</li> </ul>  |
| <b>Final judgement/comments on sustainability:</b> |   |

The ICT and library staff did a lot of effort to invest in sustainable equipment and open source software, to ensure the continuation of the use of this equipment after the project, at least for some time. But the risk is that these effects will fade away if the AdeKUS management would make no renewable investments.

The limited ownership for the project and limited engagement over the years in the project components (ICT, library and HRM) is not very promising for institutional and financial sustainability.

No follow-up plan at project level was developed, but some elements of project 1 are mentioned in the general commitment document at programme level. There is no strategy to attract external funding.

## 2.2.2. Project 2

### Description of the project (intervention logic)

The research situation at AdeKUS, the only state university of Suriname, can be classified as very low compared to other regional universities, due to lacking research culture with the lecturers and researchers. Although the university is performing well on educational activities, but still need to be improved to guarantee qualified and market-oriented courses. Within this context, the studies should also be more oriented to research-based educational programmes.<sup>8</sup>

Project 2 is a response to these needs. Project 2 is also instrumental in achieving the transformation from a primarily teaching-oriented university towards a qualified research and educational university, which is also the objective formulated for the total programme. The specific objectives of P2 are:

Specific Academic Objectives: There is a substantial increase in qualified instructors, researchers, sustainable research programmes & publications at the university.

Specific Development Objective: Research support and infrastructure have been improved and increased research results are used by external beneficiaries.

In order to achieve these objectives, the following intermediate results were formulated:

- IR1: Implementation of an Educational Support Centre (ESC) for an improved quality of research-based education
- IR2: Strengthening the capacity building for sustainable research-based educational programmes
- IR3: Further strengthening the capacity building for sustainable research programmes
- IR4: Strengthening of the PhD programmes (post-graduate studies)

### Assessment of the evaluation criteria

| Relevance                                   |   |
|---|---|
| <b>Responds to needs</b><br><b>Score: 3</b> | <ul style="list-style-type: none"> <li>• Clear link to the AdeKUS general strategy: transition from a BSc-oriented University to a MSc-oriented and research university</li> <li>• Link with the strategic plan of ADEKUS (2012-2018) and tackling some important weaknesses of ADEKUS</li> <li>• Creation of the necessary conditions for success of P3, P4/5, P6</li> </ul> |

<sup>8</sup> IUC AdeKUS -Phase 2 Partner Programme- 31 October 2012, p.48  
Final evaluation of the IUC with AdeKUS (Suriname)



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|  | <p>BUT</p> <ul style="list-style-type: none"> <li>Not enough attention to institutional imbedding of this project, while the stakeholder analysis shows that IGSR is the most logical institute (with similar objectives) to embed the project in. This makes the project less relevant for AdeKUS because existing structures and activities are not sufficiently strengthened and parallel structures were created.</li> </ul>   |
| <p><b>Synergy &amp; collaboration</b></p> <p><b>Score: /</b></p>   | <ul style="list-style-type: none"> <li>Limited attempts were made to coordinate the activities of the project with those of the Institute for Graduate Studies and Research (IGSR).</li> <li>Setting up an effective collaboration with KOR / KZ was not realised, because of differences in interests (only the financial support of some activities implemented by KOR).</li> <li>No evidence of collaboration with other projects, programmes</li> </ul>  |
| <p><b>Coherence of the intervention logic</b></p> <p><b>Score: 2</b></p>   | <ul style="list-style-type: none"> <li>Coherent intervention logic</li> <li>The different reformulations of the project made the project too ambitious</li> <li>The indicators at the level of the IR's are measurable, but the number of 24 indicators shows the high and unrealistic ambition of this project.</li> <li>At the level of specific objectives, there is no reliable baseline data. This makes it very difficult to assess the attainment of these specific objectives.</li> <li>No proper risk analysis was done. The assumptions mentioned in the logframe are often unrealistic assumptions for a project that will run for 10 years.</li> <li>The intervention was not sufficiently adapted to changes in the context like the creation of KOR / KZ responsible for quality of the educational programmes.</li> </ul> |
| <p><b>Conclusion on relevance</b></p> <p>The project is relevant because it answered to specific institutional needs and weaknesses of AdeKUS. The programme formulation in the beginning and in the second phase ensured clear linkages with the AdeKUS strategic programmes to guarantee relevance. The project is also relevant because it creates some necessary conditions to increase the success of projects 3, 4/5 and 6.</p> <p>The fact that the project was not integrated in IGSR created a parallel structure and made the project less relevant. Because KOR was created during the project implementation and mutual collaboration was difficult, the educational component of project 2 became less relevant.</p> <p>The intervention logic is coherent, but the assumptions made were unrealistic, especially those linked to ownership and involvement of all levels in the AdeKUS university. The interventions were not flexibly adapted to the strategic, institutional and political changes at AdeKUS. Another weakness of the intervention logic is the lack of baseline data and reliable sources of information for the specific objectives.</p> |  |

| <b>Effectiveness = To what extent the project's specific objectives have been achieved</b> |   |
|--|---|
| <p><b>Specific Academic Objectives</b></p> <p><b>Score: 2</b></p>                          | <p>A limited amount of the indicators in the logframe linked to the academic objective are attained:</p> <ul style="list-style-type: none"> <li>An increased number of PhDs through international collaboration with Belgium and the Netherlands. But also a risk of brain drain because of the lack of career planning.</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Relative increase of peer-reviewed articles, published in national or international magazines. Absolute numbers at the university level remain rather low. No exact figures are available.</li> <li>Lecturers are not rewarded, stimulated or accompanied to do research. For example, doing a PhD is no longer promoted to become a 'senior lecturer'.</li> </ul> <p>A more qualitative assessment done during the evaluation provides evidence that there is a positive evolution in (1) the awareness on the added value of research and (2) the quantity and quality of the research output and (3) the number of PhDs (no exact numbers at university level)</p>  |
| <b>Specific Development Objective</b><br><br><b>Score: 2</b>  | <ul style="list-style-type: none"> <li>The attainment of the development objective is weak:             <ul style="list-style-type: none"> <li>No operational research &amp; development fund at ADEK</li> <li>The university budget for research has not increased with 20%</li> <li>Lecturers are not rewarded, stimulated or accompanied to do research. For example, doing a PhD is no longer promoted to become 'senior lecturer'.</li> </ul> </li> <li>The mentioned sources of information at university level are not available, so it is impossible to assess the achievements.</li> <li>A more qualitative assessment done during the evaluation, provides one case (linked to project 2) where there is a clear use of qualitative research results by external stakeholders. The PhD graduate from the VLIR-UOS programme is leading the statistic Centre at IGSR and MoU's are developed with the National Planning Bureau to provide statistic information on poverty levels in Suriname. Government officials are using the statistical information to take political decisions and are trained to do macro-economic projections with the research input.</li> </ul> |
| <b>Scientific quality</b><br><br><b>No Scoring</b>  | <ul style="list-style-type: none"> <li>An increased number of peer-to-peer reviewed papers that are published in international magazines but no exact numbers are available at university level. The total number is still limited, because research is not strongly stimulated yet (no R&amp;D budget, no extra payment or rewards, etc.).</li> <li>Academic writing has been picked up transversally in the various faculties as an important point of attention and is now also included in other Bachelors and Masters (also at IGSR).</li> <li>Research days are often mentioned as a first step to motivate students and lecturers to start and disseminate their research papers.</li> <li>In general, the 'research culture' has not improved considerably and no research policy linked to HR-tools were developed.</li> </ul>   |
| <b>Conclusions on effectiveness</b><br><br><p>Overall, the academic and development objectives were unsatisfactorily achieved. An explanation for the limited attainment of the specific academic and development objectives is that a number of separate interventions were successfully implemented, but a coherent strategy to give shape to the highly ambitious transformation towards a research-based university, was not realised.</p> <p>The research days and trainings on academic writing and the strengthening of the labs and the statistic capacities, were mentioned the most during the evaluation visit as positive contributions towards more and better research. These interventions resulted in an increased awareness and some changes in individual cases and departments. But a university-wide structural change with</p> |   |

policies and tools to strengthen the research capacities was not attained. The dissemination and use of research results remains a weak point at AdeKUS. Only in individual cases of PhD research, the link was established with policy makers.

The main obstacles encountered are:

- No support from the AdeKUS Board, frequent change of management and political influence.
- The institutional embedding of this project was not well executed. The diverse team from different faculties was not able to be engaged over a 10-year period and to provide the necessary support to implement the activities. This resulted in insufficient manpower (mainly the PLs) to implement this ambitious project.
- Limited strategic and coherent design/planning: too much separated activities and trainings rather than a change processes integrating different IR's.
- Limited cooperation with KOR and IGSR.
- The combination of an educational and a research component made it a project which was too ambitious, containing 24 indicators to measure success. A more focused approach on research, as initially planned for P2, would have been probably more effective.
- Limited adaptive capacity in cases where the internal context at AdeKUS changes (KOR / KZ) or when limited progress is made (changes in strategy or even stopping the project component are not considered).

| Efficiency                                     |  |
|--|--|
| <b>Intermediate results</b><br><b>Score: 2</b> | <p><b>IR1 – Implementation of the ESC:</b></p> <ul style="list-style-type: none"> <li>• ESC was cancelled, KOR was implemented based on the same idea</li> <li>• Different workshops/trainings were implemented: CC-development, educational methods, KZ, etc.</li> <li>• Limited collaboration with KOR was possible because of differences of interest</li> </ul> <p><b>IR2 – Strengthening educational programmes</b></p> <ul style="list-style-type: none"> <li>• The activities were taken over by KOR. Some trainings courses ('Docent professionalisering' and 'quality assessment') were financed by the VLIR-UOS programme</li> <li>• There was little evidence of collaboration with KOR / KZ on content</li> <li>• Positive was the collaboration on monitoring of educational quality with P6 and with P1 on the upgrade of the learning platform (Moodle) and distance learning.</li> </ul> <p><b>IR3 – Strengthening research programmes</b></p> <ul style="list-style-type: none"> <li>• Upgrade of 3/5 labs in function of the needs &amp; training of lab staff on waste management and security issues</li> <li>• Improved statistical skills through PhDs and trained staff with linkages to national research programmes. The SSTC is embedded in IGSR and reactivated by the research of the PhD graduate in statistics.</li> <li>• Research days are annually realised with an increased number of students and lecturers presenting posters on their research.</li> <li>• Writing skills trainings are organised for a large number of lecturers and are included in other Master programmes. A writing skills group are continuously distributing the knowledge at ADEKUS.</li> <li>• The development of more structural policies: lab policy, a research policy and research tools were not attained. Recently the R&amp;D-fund was approved but it is not yet operational.</li> </ul> <p><b>IR4 – Strengthening of the PhD programme</b></p> <ul style="list-style-type: none"> <li>• No commission was installed.</li> <li>• In collaboration with IGSR, a draft version of a policy document for post-graduate studies was developed, but it is not yet approved nor functional.</li> <li>• The number of PhDs has increased (also linked to VLIR-UOS) but there was no registration at AdeKUS level nor evidence of PhDs leaving AdeKUS because of a lack of contracts.</li> <li>• The R&amp;D-fund is not yet functional.</li> </ul> <p>In general, we have to conclude that the attainment of the Intermediate results is weak. Only at the level of IR3, some concrete progress was made in achieving the results and even in IR3, more structural institutional changes were difficult to attain.</p> |

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| <b>Relationship input-output</b><br><br><b>Score: 3</b>                                       | <p>Over the past 5 years, an underspending of 10% occurred (90% of planned spending went through). The underspending can be explained by the fact that the activities planned for the Education Support Centre were frozen with the arrival of the Quality Education and Research Unit (KOR). Only a few punctual matters were financed by the project linked to IR1 and IR2 (Moodle training, licence on Survey Monkey Gold).</p> <p>On the one hand, the budget for the limited results of this project seems high. On the other hand, the costs for upgrading the 5 Labs (more than planned) are well-spent budgets. The additional (non-planned) investment in the PhD for statistics also turned out to be a good investment, which is injecting new life into the SSTC.</p> <p>The non-realisation of activities linked to the educational results (IR1 and IR2) can be considered as inefficient use of project budgets, although the budget for these activities was considerably reduced.</p>  |
| <b>Project management</b><br><br><b>Score: 2</b>  | <ul style="list-style-type: none"> <li>• Strong engagement of the PLs to implement the planned activities</li> <li>• LPL is a staff member of IGSR.</li> <li>• Good relationships with the PSU</li> <li>• Positive collaboration with the researchers of different faculties</li> </ul> <p>BUT:</p> <ul style="list-style-type: none"> <li>• No embedding of the project in IGSR (creation of parallel structure) and limited collaboration possible with KOR (risk of duplication of efforts).</li> <li>• A very diverse team from different faculties was linked to the P2. Strengthening of the team and engaging the team members over the whole period of the project was difficult. This was also linked to the widening of the focus of P2 with the educational component.</li> <li>• No clear (vertical) linkages were defined with the AdeKUS Board, IGSR and KOR/KZ to coordinate actions and decision taking.</li> <li>• LPL needed to be very operationally involved in P2 to implement the different activities (lack of a team), which made it difficult to have a more strategic view on the project and (1) plan more strategic change processes (not separate actions) and (2) adapt the project of the strategy when limited progress was made.</li> <li>• FPC has limited expertise and knowledge on institutional capacity-building processes.</li> </ul> |
| <b>The quality of the change processes and change management</b><br><br><br><b>No Scoring</b> | <ul style="list-style-type: none"> <li>• At the start, more strategic change processes were developed linked to the strengthening of the labs and the research component. But when the team became less active, more fragmented activities were organised.</li> <li>• The Project was too ambitious to be implemented university-wide.</li> <li>• Activities were too fragmented, often linked to training of individuals and access to infrastructure, and did not lead to the expected change. The assumption was made that if you provide the necessary infrastructure and train people, they will put it into practice. But considering the context of AdeKUS, with a lot of obstacles to implement new knowledge and skills in the working environment, this assumption is not realistic. There is a need to develop a clear change process, where activities to implementation of the newly gained knowledge are included. (e.g.. AVLS training and infrastructure's usage is very limited)</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Not enough strategic and coherent design/planning: Too much separated activities and trainings rather than integrated change processes for the different IRs.</li> <li>• Insufficient follow-up on the achievements and planning of the next steps.</li> <li>• Limited adaptation capacity to institutional changes and changes in context. The initial goal was a university-wide transition approach and this goal/strategy was not sufficiently adapted when it appeared unfeasible. <ul style="list-style-type: none"> <li>○ Possible linkages on the monitoring of evaluation quality with P3, P4/5 and P6 (with P6 some collaboration was done)</li> <li>○ A pilot project approach on distance learning, research policies, etc. could have been developed with P3, P4/5 and P6.</li> </ul> </li> </ul> |
| <p><b>Final judgement/comments</b></p> <p>In general, the evaluators have to conclude that the attainment of the Intermediate Results is weak. Only at the level of the research component (IR3) some concrete progress was made in achieving the results and even in this component, more structural institutional changes were difficult to attain.</p> <p>The limited results can be partially explained by the lack of engagement of the AdeKUS management. Some deficiencies in the management of the project and the fact that the change management principals were not optimal, also contributed to the limited attainment of results. The most important weaknesses were:</p> <ul style="list-style-type: none"> <li>• The weak institutional embedment of project 2, although there was an existing department IGSR that was responsible for the research component.</li> <li>• A difficult collaboration with KOR / KZ.</li> <li>• A lack of focus in the project (too ambitious).</li> <li>• The implementation of fragmented activities, with no clear design of a change process that enables real change in the work context of trained people.</li> <li>• An insufficient follow-up on interventions.</li> <li>• An insufficient knowledge on the facilitation of change processes in a difficult institutional context.</li> <li>• The limited adaptation capacities in the project, in case that no progress is made on specific results or sub-results.</li> </ul> |   |

| Sustainability  |  |
|---|--|
| <b>Institutional</b><br><b>Score: 2</b>   | <ul style="list-style-type: none"> <li>• Institutional Sustainability for partial results: <ul style="list-style-type: none"> <li>◦ Labs are embedded in faculties and some will be maintained (with proper funding or funding from other sources).</li> <li>◦ Statistics and modelling: linkages with policymakers and society that were developed will continue and have the potential to reactivate SSTC. The plan is to embed SSTC in IGSR.</li> <li>◦ Integration of 'academic writing' and 'academic approach' in the CC of different Master programmes (also IGSR) and some bachelor's programmes.</li> <li>◦ The concept of research days is widely supported in the university and will be continued.</li> <li>◦ Improved research skills of students and lecturers.</li> </ul> </li> <li>• Concerning the results and activities linked to educational quality and the PhD programme, no evidence is found that this will be continued.</li> <li>• No follow-up plan at project level is developed, but some elements of project 1 are mentioned in the general commitment document at programme level.</li> </ul> |
| <b>Financial</b><br><b>Score: 1</b>   | <ul style="list-style-type: none"> <li>• A commitment of the Board to continue with the organisation of the research days</li> <li>• No commitment for continuing the investments in labs, trainings, maintenance and up-dating of other equipment</li> <li>• No strategies to attract new external funding</li> </ul>   |
| <b>Final judgement/comments on sustainability:</b><br><p>Some partial results, especially related to the research component of the project will continue to exist and will even be spread after the VLIR-UOS programme has finished. But the risk is that these effects will fade away if the AdeKUS management does not structurally develop policies and tools to strengthen the research culture in the future.</p> <p>The limited ownership for the project (at management and team level) and limited engagement over the years in the various project components is not very promising for institutional and financial sustainability.</p> <p>No follow-up plan at project level was developed, but some elements of project 2 are mentioned in the general commitment document at programme level. There is no strategy to attract external funding.</p> |  |

### 2.2.3. Project 3

#### Description of the project (intervention logic)

The overall goal of this project was that the teaching and research capacity on Education in Sustainable Development of the Faculty of Social Sciences would improve. This would contribute to the overall development of society with references to the targets of the government's developmental policy and regarding structural social issues. It is an explicit objective to deliver graduates with the capability to conduct their own research, make evidence-based decisions and are equipped to execute the development work in continuous dialogue with civil society.

The specific objectives of P3 are:

**Specific Academic Objective:** Research capacity, research culture and academic output on Sustainable Development issues concerning Suriname and the region is enhanced at the Faculty of Social Sciences (FMIJW).

**Specific Development Objective:** The Master in Education and Research for Sustainable Development (MERSD) delivers social development professionals who contribute on sustainable development issues for Suriname and the region on the level of policy making, management, guidance and execution.

In order to achieve these objectives, 5 intermediate results were formulated:

- IR1: The project delivers academic research output and evidence-based output in the articulated themes and areas of sustainable development.
- IR 2: These achievements (IR1) support the institutional (policy) level, the civil society, and the communities of Suriname.
- IR 3: The MERSD offers a continuous accredited Master's programme at the FMIJW with a (1) societal relevant impact by its inflow, outflow and academic quality, including (2) a curriculum concept with academic standards and values in thematic knowledge, research capacity, critical thinking and academic independence and (3) profiles itself in an international and regional context.
- IR 4: The MERSD is autonomous and fully embedded and operational within the FMIJW structures.
- IR 5: IR2 and IR 3 create awareness, cooperation and synergy with other actors in society and in the region as a resource and social legitimation for the FMIJW and the Anton De Kom University.

In this second phase, a stronger focus was on<sup>9</sup>:

- A proper embedding of the activities in the structures of the faculty with the aim to strengthen commitment within the organisation and to reassure the sustainability of the project results.
- A stronger research scope. This derives from the need for lecturers and researchers with a PhD for an autonomous and faculty-embedded Master. On the other hand, the augmenting relevance for evidence-based research in sustainability in Suriname and the region and the success of the pilot phase of the Master's programme legitimate this choice.

### Assessment of the evaluation criteria

| Relevance                                   |  |
|---|--|
| <b>Responds to needs</b><br><b>Score: 3</b> | <ul style="list-style-type: none"><li>• Clear link to transition from BSC-oriented university to an MSc-oriented and education university.</li><li>• High relevance for bachelor students of the faculty of Social Sciences because it was among the first Master programmes in the faculty.</li><li>• Based on stakeholder meetings, the sustainable development theme and the 4 sub-themes came up as relevant and necessary for Suriname.</li><li>• Good formulation and matchmaking process.</li><li>• Not enough attention was paid to the institutional imbedding of the multidisciplinary Master.</li></ul> |

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<sup>9</sup> AdeKUS IUC – Phase 2 Partner Programmme – October 2012 – p60



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| <b>Synergy &amp; collaboration</b><br><b>No scoring</b>   | <ul style="list-style-type: none"> <li>• A MoU was developed with UNDP on the spreading of the Sustainable Development Goals (SDGs). 'Voices for the SDGs' was included in the curriculum.</li> <li>• Active participation in the Caribu-Erasmus Mundus programme focused on Mobility and Scholarships between Europe and the ACP-region.</li> </ul>   |
| <b>Coherence of the intervention logic</b><br><b>Score: 2</b>   | <ul style="list-style-type: none"> <li>• The intervention logic is coherent and logical.</li> <li>• The indicators at IR-level as well as those of the specific objectives are realistic and measurable.</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• The assumptions mentioned in the logframe are often unrealistic assumptions and should be seen as 'interventions to be included in the project'. E.g. (1) The impact and relevance of the SDs should be recognised at faculty and university level; (2) The meaningful organisational reinforcement and local capacity lecturers are enhanced.</li> <li>• The intervention was not sufficiently adapted during the project implementation. The upgrading of staff and the creation of ownership and support in the other specialisations (vakrichtingen) was not sufficiently done.</li> </ul> |
| <p><b>Conclusion on relevance</b></p> <p>The project is relevant because, with the creation of a new Master's programme, there is a clear link with the transition from a BSc-oriented university to an MSc-oriented and education university. The topic of sustainable development is very important for the Surinamese context and the project has been successful in setting up a curriculum with developmental relevance, which attracts an encouraging number of students. The programme formulation in the beginning and in the second phase also ensured clear linkages with the ADEK strategic programmes to guarantee relevance.</p> <p>The multidisciplinary MSc programme was not linked to any of the other disciplines ('Vakrichting') in the faculty and the team strengthening was not well planned from the start. This created 'an island' within the FMijW, which makes the project less relevant for the faculty and limits possibilities for sustainable embedding.</p> <p>The intervention logic is coherent, with realistic IRs, specific objectives and measurable indicators. But the assumptions made were unrealistic, especially those linked to the ownership of staff (representation of the different specialisations within FMijW) and involvement of the Board of the FMijW and the ADEK University. The interventions were not flexible enough to ensure adaptation to the strategic, institutional and political changes at ADEK and weaknesses mentioned in the mid-term evaluation were not sufficiently addressed.</p> |  |

| <b>Effectiveness = To what extent the project's specific objectives have been achieved</b> |  |
|--|--|
| <b>Specific Academic objectives</b><br><br><b>Score: 2</b>                                 | <p>A limited amount of the indicators in the logframe, linked to the academic objectives, were attained:</p> <ul style="list-style-type: none"> <li>• No PhD has graduated and 4 PhDs are still ongoing in MERSD. However, only 1 PhD is associated with the FMijW on a full-time basis. The fact that there are few incentives to keep PhDs at ADEKUS had a very negative effect on P3. The PhD of Ms. G. Blanchard will end soon, but she did not get a contract at the FMijW, so she will not strengthen the team that needs to continue with the MERSD.</li> <li>• No evidence was found on joint partnership agreements for research of the MERSD team (5 planned).</li> <li>• Some academic presentations and societal dissemination is to take place BUT less than the planned number (academic presentations 2 times per year &amp; societal dissemination 3 times per year)</li> </ul> <p>A more qualitative assessment done during the evaluation provides evidence that an important academic realisation is the creation of the multidisciplinary MSc MERSD. The students and alumni are very positive about the content of the MSc, and about the fact that they are able to use it directly in their work. The main constraints are the lack of a local committed team of lecturers and researchers linked to the MSc. The consequence is that less research is done than planned (less PhDs), less collaboration with external stakeholders was possible and limited dissemination efforts were done.</p> |
| <b>Specific Development Objective</b><br><br><b>Score: 3</b>                               | <p>The MERSD is already functional for 8 years and 79 students have graduated. This is very close to the 80 graduates planned. An outreach effect by students/alumni is certainly present. Many of them work at national ministries, private companies or institutes where they can use and spread their knowledge on the SDs.</p> <p>Field research is done by students in communities and dissemination at community level of the results takes place.</p> <p>In general, there is not as much outreach as planned to share the Master's research findings and there is a limited amount of structural linkages with civil society organisations and governmental institutions/projects (mainly through students).</p>   |
| <b>Scientific quality</b><br><br><b>No Scoring</b>   | <ul style="list-style-type: none"> <li>• Limited number of publications: 5 international published papers by 2 PhD graduates /8 papers in AdeKUS e-journal. This is less than planned.</li> <li>• The MERSD is not accredited.</li> <li>• There is limited evidence of research findings being used by the private sector, the public sector or other societal actors.</li> <li>• Budgets were made available for lecturers who want to engage in research and/or publish their findings.</li> <li>• The support from promoters to Master students developing their thesis was not sufficient. This resulted in students being involved in their Master thesis for several years.</li> </ul>   |

### Conclusions on effectiveness

In the academic objective of the MERSD, a strong focus was put on developing a strong research component containing the promotion of 3 new PhDs, an increase in research papers, a collaboration on research with other stakeholders and the use of this research by society. But the results under the research component were not attained as strongly as planned for. This was mainly due to the difficulties with the upgrading of staff through PhDs. Some mistakes in the first selection, the selection of external persons (not linked to AdeKUS) as a PhD and the limited support of the faculty board resulted in a very limited team for P3, with too little PhDs and limited representation from within the FMijW. This made it difficult to attain the academic results that were planned for, especially those linked to the research component. The realisation of the planned results under the educational component (functioning of the Master's programme MERSD) and the development relevance was more satisfactory.

The development results were mostly reached. Especially the good number of graduated students and the outreach effect they have in their jobs and personal life is important.

| Efficiency   |   |
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| <b>Intermedi-<br/>ate results</b><br><b>Score: 3</b> | <p><b>IR1: Delivering academic and evidence-based output on SD-themes</b></p> <ul style="list-style-type: none"><li>• Master theses are developed on SD-issues, but their possible access by external stakeholders is limited.</li><li>• No MERSD PhDs have been finalised. Three people are finalising their PhDs and teaching in the MERSD, only 1 of which is a full-time lecturer at the faculty of Social Sciences. There were difficulties with PhD selection, contracts, timing and follow-up.</li><li>• Number of publications: 5 internationally published papers by 2 PhD graduates and 8 papers published in the AdeKUS e-journal. This is less than planned.</li></ul> <p><b>IR2: Support policy levels, the midfield and communities with IR1</b></p> <ul style="list-style-type: none"><li>• MERSD students perform community-oriented research projects. In most cases, dissemination of research results is done within communities.</li><li>• Poster presentations are given on SD-issues during the AdeKUS research days.</li><li>• SDG-voices in collaboration with UNDP: students have to present their research during seminars.</li><li>• In general, there was not as much outreach as planned to share the Master's research findings and there were a limited amount of structural linkages with civil society organizations and governmental institutions/projects (only through students).</li><li>• MERSD theses: little evidence that they are used by societal members (governments, NGOs, community-based organisations, research organisations, etc.)</li></ul> <p><b>IR3: Accredited MERSD at FMIJW = OK</b></p> |

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|  | <ul style="list-style-type: none"> <li>• The MERSD is functional: 8 cohorts have been organised with 243 students and 79 graduates. Still 145 students are in the process of finalising the MERSD.</li> <li>• Proven interest of students in the MERSD Master even after 8 cohorts.</li> <li>• No accreditation of MERSD. This process has started but did not finish, mainly because of a lack of support by key stakeholders in the FMijW and on the AdeKUS Board.</li> </ul> <p><b>IR4: The MERSD is autonomous, fully embedded within FMijW = weak</b></p> <ul style="list-style-type: none"> <li>• No strong team carrying the project and a high level of dependency on the VLIR programme coordinator and the 2 PLs.</li> <li>• Continued high dependency on Belgian lecturers because of difficulties with PhDs.</li> <li>• Negotiations for embedding in faculty of Social Sciences is ongoing since June 2016 (discussions and first planning) but not yet clear.</li> <li>• No accreditation of MERSD.</li> </ul> <p><b>IR5: IR 1 and IR3 create awareness, collaboration and synergies with other actors in the region:</b></p> <ul style="list-style-type: none"> <li>• An outreach effect by students/alumni is certainly present. Many of them work at national ministries, private companies or institutes where they can use and spread their knowledge on the SDs.</li> <li>• MOU with UNDP on SDG-voices, collaboration in CARIBU/ Erasmus +, MoA with SGP-GEF project on sustainable agriculture (2018-2020).</li> <li>• Not as much linkages with regional academic institutions (e.g. UWI) and societal stakeholders as planned.</li> <li>• Insufficient use of the possibilities of distance learning to create regional linkages.</li> </ul> |
| <b>Relation-ship input-output</b><br><b>Score: 2</b> | <p>In project 3, more money was annually spent than budgeted. Over the 5 years, an overspending of 7% took place. Positive is the quick start of the MERSD and the total of 79 graduated MSc students.</p> <p>In project 3, many resources were used for the mobility from North to South (Flemish teachers for MERSD) because there were no local experts/teachers. In the second phase of the project (2012-2017), however, the funds for mobility from North to South needed to decrease in order to strengthen the embedding of the project and the active engagements of lecturers within the FMijW or local external actors. This was not sufficiently done despite various reminders from the PSU.</p> <p>Many funds have also been spent on training PhDs, whereas the returns of these PhDs for the MERSD and the FMijW have so far been limited to only one PhD student who teaches full-time.</p> <p>We have to conclude that in the last years, budgets were used inefficiently mainly to maintain the dependency on Flemish lecturers and to reinvest in PhD candidates with limited added value for MERSD and AdeKUS. This was reinforced by the obligatory retirement of R. Van Zichem (LPL) and the non-conclusion of a contract with PhD student G. Blanchart.</p>  |
| <b>Project management</b>                            | <ul style="list-style-type: none"> <li>• Strong engagement of the PLs to implement planned activities.</li> <li>• Good relationships with the PSU.</li> </ul>  |

|  |   |
|--|---|
| <p><b>Score: 2</b></p>   | <p>BUT:</p> <ul style="list-style-type: none"> <li>• The MERSD is perceived as an island within the FMijW. The main reasons mentioned are: <ul style="list-style-type: none"> <li>◦ There is no institutional embedding of the project in the department, which is organised in 'vakrichtingen' or disciplines.</li> <li>◦ There is no strong, coherent team to implement the project: <ul style="list-style-type: none"> <li>▪ The multidisciplinary team that participated in the CC-development for the MERSD was not sufficiently involved in the implementation of the MERSD.</li> <li>▪ There were no regular alignment meetings with the MERSD lecturers, while in other disciplines, monthly meetings were organised with the lecturers ('richtingsvergaderingen') and at faculty level.</li> </ul> </li> <li>◦ No clear (vertical) linkages were defined with the FMiJW Board and the AdeKUS Board to coordinate actions and decision taking.</li> </ul> </li> <li>• The LPL and the FPL were mainly operationally involved in P3 to implement the different activities (lack of a team), and to provide some of the classes. This made it difficult to have a more strategic view on the project and (1) to improve the planning of the MERSD embedding in the FMijW and (2) to strengthen the staff/team that needs to continue with the MERSD.</li> <li>• Personal relations and conflict had a negative impact on this project.</li> </ul> |
| <p><b>3.4. The quality of the change processes and change management</b><br/><b>No Scoring</b></p> | <ul style="list-style-type: none"> <li>• Strong initial change strategy, with clear steps in the CC-development with external and internal stakeholders.</li> <li>• Insufficient focus on sustainability/embedding of the MERSD in the FWiJW and strengthening or actively engaging local staff (limited team meetings).</li> <li>• Limited strategic follow-up on achievements once the MERSD was functional.</li> <li>• Limited adaptation capacity to institutional changes and difficulties.</li> <li>• Challenges in selection and enrolment of PhDs, and in securing successful PhDs for ADEKUS.</li> </ul>   |

**Final judgement/comments**

The fact that an MSc programme MERSD was created and implemented that has attracted an average of 30 students every year (for 8 years) is an important result of this project. The outreach effect the students and alumni have on the Surinamese society is also a very important achievement. The fact that the research output and dissemination is achieved as planned, is linked to the difficulties to strengthen and upgrade the staff through PhDs.

The main weakness of this project is the continued dependency on a very limited number of key people in the project and on Flemish lecturers. The strengthening of a local team and the embedding of the MERSD in FMijW was not successful. This will be further developed under 'sustainability'.

The dependency of the MERSD of the TL's and the LPC, made the latter very operationally involved in the project. This made it difficult for them to stay focused on the strategic course of the project.

| Sustainability                          |   |
|---|---|
| <b>Institutional</b><br><b>Score: 2</b> | <p>Positive elements for institutional sustainability are the added value the FMijW sees in the MSc. MERSD, namely:</p> <ul style="list-style-type: none"> <li>• maintaining the only 2 Master programmes at the FMijW</li> <li>• Organising an interdisciplinary Master's programme with access possibilities for a larger group of bachelor students.</li> </ul> <p>Institutional sustainability is weak because:</p> <ul style="list-style-type: none"> <li>• There is no strong team carrying the project on the one hand, and there is a high level of dependency on the LPC and the FPL, on the other.</li> <li>• There is a continued dependency on Belgian lecturers.</li> <li>• There is no accreditation of MERSD.</li> <li>• The embedding in the Faculty of Social Sciences started very late. Discussions have still been ongoing since June 2016 but were interrupted after the forced retirement of the LPL. A planning document (follow-up plan) is available, but no recent updates have been made since 2017.</li> <li>• The evaluation provides evidence that some common agreement exists on the steps to be taken to embed the MERSD in FMijW. <ul style="list-style-type: none"> <li>○ The next academic year, no new students would be taken on, but the school would be working with the remaining 145 students by providing support for their theses.</li> <li>○ General evaluation of the MERSD: curriculum, need assessment, financial sustainability, possibility to include local lecturers, ...</li> <li>○ Based on the take the necessary measures: local lecturers, new CC, ...</li> <li>○ Embedding in FMijW.</li> </ul> </li> </ul> <p>These steps are not documented in a more accurate and up-to-date follow-up plan.</p> |
| <b>Financial</b><br><b>Score: 1</b>     | <p>The financial sustainability is very weak. No commitments are made by the FMijW of AdeKUS to provide contracts to the remaining 4 PhD students or with Flemish lecturers. The payment of Flemish lecturers (North-South mobility) was already problematic at the moment of the evaluation.</p>   |

**Final judgement/comments on sustainability:**

As mentioned before, the main weakness of this project is the continued dependency of the project on a very limited number of key people in the project and on Flemish lecturers. The strengthening of a local team and the embedding of the MERSD in FMijW was not successful. These problems were already mentioned during the mid-term evaluation that stated:

- The Master's programme is not firmly anchored in the structure of the faculty. There is a lack of commitment from some disciplines ('richtingen') in the faculty.
- Team 3 is very small: it lacks firm representation from the 'richtingen' in the faculty.

This results in a weak institutional and financial sustainability of the project results. The evaluation provides evidence that, from the start, not enough attention was given to the engagement of key stakeholders in the project and not enough adaptations were done after the mid-term evaluation. Other explaining factors are (1) the difficulties the project had to select successful PhD candidates and (2) the personal relations and conflicts that played a negative role in this project.

As the saying goes: "If you want to go fast, go alone. If you want to go far, go together."

## **2.2.4. Project 4/5**

### **Description of the project (intervention logic)**

The overall goal of this project was to contribute to the sustainable development and management of natural resources (SMNR) for the benefit of present and future generations in Suriname.

The specific objectives of P4/5 were:

Specific Academic Objectives: To conduct a high-quality Master of Science-programme on sustainable management of natural resources (SMNR) at the Faculty of Technology of AdeKUS with adequate scientific infrastructure, research and teaching capacity in the field of agriculture, biodiversity, forestry, land and water management, mineral resources, natural products and renewable energy.

Specific Development Objective: To improve knowledge and skills in the field of sustainable development and management of natural resources (SMNR) at the Faculty of Technology of AdeKUS and to increase interdisciplinary capacities and awareness of society on SMNR-principles.

In order to achieve these objectives, 3 intermediate results were formulated:

- IR1: Joint scientific research and publications on SMNR have been carried out along predetermined research lines (agriculture, biodiversity, forestry, land and water management, mineral resources, natural products and renewable energy) by the FTeW-AdeKUS, in cooperation with Flemish universities, society, project 3 and other international partners of the FTeW.
- IR2: The MSc programme on SMNR is internationalised and annually organized by the FTeW of AdeKUS, largely based on predetermined research lines, in cooperation with VLIR-UOS, project 3, society and other international partners of the FTeW.
- IR3: AdeKUS lecturers and technicians involved in MSc in SMNR programme have been upgraded in the field of SMNR.

## Assessment of the evaluation criteria

| Relevance  |  |
|--|--|
| <b>Responds to needs</b><br><b>Score: 4</b>  | <ul style="list-style-type: none"> <li>• Clear link to the transition from BSc-oriented university to an MSc-oriented and education university.</li> <li>• High relevance for bachelor students of the faculty of technology because it was the first Master programme in the faculty.</li> <li>• Strong linkages with actors in the industry and private sector.</li> <li>• Good formulation and matchmaking processes.</li> <li>• The multidisciplinary MSc programme was linked to the 'Vakrichting Infrastructuur', that serves as a 'host' for the Programme. This enables conformity with existing rules and regulations and creates an enabling environment for long-term embedding of the SMNR in the faculty.</li> </ul>  |
| <b>Synergy &amp; collaboration</b><br><b>No scoring</b>  | <ul style="list-style-type: none"> <li>• Close collaboration was developed with a group of private enterprises during the previous years. This resulted in an agreement signed with 'Green Partners in Suriname', a consortium of 15 private enterprises to continue the funding for the SMNR in the period 2018-2022.</li> <li>• Funding and joint research on 'sustainable use of ecosystems in mangrove forest' is developed with UNDP.</li> <li>• Erasmus project 2018-2019 KU Leuven for scholarships of MSc student and 1 lecturer.</li> </ul>   |
| <b>Coherence of the intervention logic</b><br><b>Score: 4</b>  | <ul style="list-style-type: none"> <li>• The reformulation of the project after the mid-term evaluation, combining project 4 and 5, made it possible to create a more coherent and sustainable project.</li> <li>• The intervention logic is coherent and not too ambitious.</li> <li>• The indicators at the level of the IRs and of the specific objectives are realistic and measurable.</li> <li>• Some of the assumptions mentioned in the logframe are unrealistic assumptions and should be seen as 'interventions included in the project'. (e.g. the FTeW research staff are interesting partners to conduct joint research with)</li> <li>• The intervention was sufficiently adapted to needs and changes in the management or in the larger context. (e.g. an agreement with 'Green Partners' to continue funding the SMNR)</li> </ul> |
| <b>Conclusion on relevance</b><br><p>The project is relevant because the creation of a new Master's programme supported the transition from a BSc-oriented university to an MSc-oriented and education university. The topic of natural resources is very important in the Surinamese context, as the economy is highly dependent on extractive industries (gold, oil, and bauxite). These strong linkages, that were used and reinforced by the industry and private sector actors, increase this project's relevance.</p> <p>The multidisciplinary MSc programme was linked to the 'Vakrichting Infrastructuur' that serves as a 'host' for the programme. This ensured compliance with existing rules and regulations and created an enabling environment for long-term embedding of the SMNR in the faculty. The programme formulation in the beginning and in the second phase also ensured clear linkages with the ADEK strategic programmes to guarantee relevance.</p> |  |



The intervention logic is coherent, with realistic IR's, specific objectives and measurable indicators. The intervention was sufficiently adapted to the strategic, institutional and political changes at ADEK.

| Effectiveness   |  |
|---|--|
| <b>Specific Academic objectives</b><br><b>Score: 4</b>    | <p>All the planned indicators linked to the specific academic objectives have been achieved:</p> <ul style="list-style-type: none"> <li>• The SMNR programme is annually offered at FTeW with 8 cohorts, 134 first-year students, 22 graduates and 80 students still ongoing.</li> <li>• The number of qualified lecturers has increased by 7 (from 11 to 18).</li> <li>• SMNR was accredited in 2015.</li> <li>• Staff has increased and professionalised (teaching and research).</li> </ul> <p>During the evaluation, a more qualitative assessment made clear that the students and alumni are very positive about the content of the MSc SMNR, and that they are able to use it directly in their work. The fact that the SMNR is accredited, creates added value for students and is important for future sustainability.</p> <p>To increase and professionalise the staff, 5 PhDs were started. 1 PhD is finalised and 4 are ongoing. All of the PhDs are lecturers in the SMNR (some in collaboration with other lecturers). The SMNR decreased the dependency on Belgian lectures considerably over the years. This was done by (1) increasing the role of (ongoing) PhDs after some years of peer-to-peer support from Belgian experts and (2) including lecturers from other faculties or institutes such as CELOS or IGSR.</p> |
| <b>Specific Development Objectives</b><br><b>Score: 4</b> | <p>An outreach effect by students is certainly present: most students have a job in sectors (public or private) related to the topics of the SMNR. An example of alumni contributing to the introduction of innovative solutions, is the introduction of renewable energy in the largest energy company in Suriname (EBS). Many of the Master theses are done in communities and dissemination sessions are organised at community level.</p> <p>Press articles in which students protest against sand excavations or the consequences of gold mining indicate that they are taking up social engagements and are communicating their knowledge on natural resources.</p> <p>The enhanced collaboration with industry and private sector partners that resulted in an agreement with the Green Partners Suriname for future funding of the MSc for 5 years, shows the importance and interest of the private sector in green solutions. The idea is to execute more joint research on SMNR-related topics and to create better-trained graduates in these topics.</p> <p>The research of the PhDs is often done in collaboration with private sector partners. For example, the research programme on tropical wood is done with private sector actors in Suriname.</p>  |
| <b>Scientific quality</b>                                 | <ul style="list-style-type: none"> <li>• Quality standards for the lectures in the MSc SMNR are high.</li> <li>• The SMNR has been accredited since 2015.</li> <li>• Research findings are often used by private sector actors, but not as much as planned presented in international conferences.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• The number of peer-to-peer publications has increased: 14 articles in international peer-reviewed journals, 9 articles in national journals, 2 conference papers published and 20 conference contributions (poster, lecturers, etc.).</li> <li>• Budgets were made available for lecturers who want to engage in research and/or publish their findings.</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• The support from promoters to Master students developing their thesis was not sufficient. This resulted in students being involved in their Master thesis for several years. (only 1 graduate within 3 years, 5 graduates in 5 years and 15 graduates in more than 5 years).</li> </ul> |
| <p><b>Conclusions on effectiveness</b></p> <p>The academic objective was achieved. The MSc SMNR is functional, good quality-education is provided, motivated lecturers are available, research is linked to the PhDs and the Master theses and more research papers are published.</p> <p>The weakness of the SMNR is that the number of graduates is still low and below expectations (21 graduates compared to 50 planned graduates). The main reason is that the majority of students take too much time to finalise their thesis. Adaptive measures are installed by obligating students and their promoters to meet at least once every month to monitor progress.</p> <p>The development objective is also reached, with an important outreach effect of the students and alumni that are using their newly gained knowledge in their work, often linked to specific issues of NR. Students were also expressing their opinions in the press on some current issues like the effects of gold mining and sand excavation. Finally, the close collaboration with a group of 15 private enterprises, in research and even for future funding of the SMNR, demonstrates the effects of this project on society.</p> |  |

| Efficiency  |   |
|---|---|
| <p><b>Intermediate results</b></p> <p><b>Score: 3</b></p> | <p><b>IR1: Joint scientific research and publications on SMNR</b></p> <ul style="list-style-type: none"> <li>• Funding by the Green Partner Consortium for 2018-2022 and from UNDP for research and for the continuation of the MSc SMNR.</li> <li>• 14 articles in international peer-reviewed journals, 9 articles in national journals, 2 conference papers published and 20 conference contributions (poster, lecturers, etc.).</li> <li>• Budgets were made available (from the VLIR-UOS projects) to stimulate SMNR lecturers / PhDs to do research and/or publish their findings.</li> <li>• Joint research projects with UNDP and private companies, linked to PhDs and Master thesis.</li> <li>• It remains difficult to stimulate lecturers to invest in research and to support Master students with their thesis, because of the lack of a stimulating environment at AdeKUS for research.</li> </ul> <p><b>IR2: The SMNR is organised every year, embedded and internationalised</b></p> |

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|   | <ul style="list-style-type: none"> <li>• The programme is organised every year (except for 2013-2014) with 8 cohorts. There have been 139 students and 21 graduates, the latter being less than originally planned.</li> <li>• 70% of the MSc SMNR courses are given by local, contracted staff.</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• The number of graduates is below expectations, with 21 actual graduates while 50 graduates had originally been planned.</li> <li>• Distance education software is available but underused.</li> </ul> <p><b>IR3: ADEKUS lecturers and technicians involved in SMNR</b></p> <ul style="list-style-type: none"> <li>• 1 PhD has graduated and 2 PhDs are still ongoing. All PhDs are linked to the SMNR, first as an assistant (in duo with another lecturer) and later as a lecturer.</li> <li>• All PhDs need to do a predoctoral programme before they can start a PhD. This is a way to make sure there is sufficient motivation for the PhD.</li> </ul>   |
| <p><b>Relation-ship input-output</b></p> <p><b>Score: 3</b></p> | <p>In general, the budget of € 468,134.18 (over 5 years) was used efficiently, given the positive and sustainable results of the project.</p> <p>In project 4/5, an overspending of 10% occurred. The most important reason was a focus on more and qualitative research. Research budgets were made available to lecturers who wanted to conduct research or who wanted to publish their research. Additional investments were also made in research costs (material and equipment) for the PhD studies of Hanna Kuisch and Kimberly Fung Loy. This way, an active policy was pursued to stimulate research within the MSc SMNR.</p> <p>In addition to research costs and costs for the PhDs, an important amount of money was spent on North-South mobility in function of strengthening the teachers corps. After all, lecturers within the SMNR were often teamed up in pairs to learn from each other.</p> <p>The funding of the PhD graduate S. Mahabali, from 2008 to 2016, was a very expensive investment with a total amount of € 135,138.76 . In comparison with other PhDs, where the average costs are only half as high, this is very expensive.</p> |

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|--|--|
| <b>Project management</b><br><br><b>Score: 4</b>   | <ul style="list-style-type: none"> <li>• Strong engagement of the PLs to implement the planned activities.</li> <li>• Good relationships with the PSU.</li> <li>• The LPL assures good, frequent and transparent communication (yearly report, decision taking on the future, etc.) with faculty and lecturers. This results in good relations and joint vision on the future of the SMNR.</li> <li>• The LPL is well-embedded in the faculty in the following three ways: (1) as 'opleidingscoördinator van de vakrichting', (2) as member of the board of the faculty and (3) by having a large network in the faculty.</li> <li>• Focus on team strengthening:</li> <li>• Ongoing PhDs are incorporated in the team of lecturers by working together (in pairs) with Flemish lecturers.</li> <li>• Focus on reducing dependency on foreign lecturers by including lecturers from other ADEKUS institutes (CELOS, IGSR) and Faculties (FMijW) and even local consultants in the SMNR.</li> </ul> |
| <b>The quality of the change processes</b><br><br><b>No scoring</b>  | <ul style="list-style-type: none"> <li>• Development of strategic change processes with clear steps (no separate activities)</li> <li>• Good communication with Faculty Board</li> <li>• Clear focus on team development and upgrading, always linked to the FTeW</li> <li>• Attention for strong embedding in the FTeW came too late</li> </ul>   |
| <b>Conclusions</b><br><br><p>The majority of the IRs are achieved in P4/5. The Master SMNR is implemented and accredited, the staff is upgraded and the number of research papers is augmenting. The PhDs are still ongoing but all PhD students are involved as lecturers in the SMNR. An important achievement is the collaboration that was established with a consortium of private companies.</p> <p>The embedding of the SMNR in the 'vakrichting infrastructuur' and the good communication between the LPL and the faculty management are important factors for the project's success. This was combined with good change management and a focus on team and research strengthening.</p> |  |

| Sustainability                              |   |
|---|---|
| <b>Institutional</b><br><br><b>Score: 4</b> | <p>The sustainability is high.</p> <ul style="list-style-type: none"> <li>• Clear vision from the faculty management on the added value and position of the SMNR in the faculty: the multidisciplinary SMNR Master's programme creates 'bridge builders' between the private sector, government and society on important topics linked to NR.</li> <li>• Clear embedding of the SMNR in the faculty with a team of lecturers and administrative staff.</li> <li>• After evaluation in 2016, the faculty management officially approved the continuation of the SMNR for the next 5 years (a new evaluation is needed after this period of time).</li> <li>• Accreditation of the Master in 2015.</li> <li>• From the proportion of 30%/70% of Suriname/Flemish lecturers to 70% of local lecturers. This means that costs are reduced.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Collaboration with a consortium of 11 private sector organisations that will provide funding for the SMNR.</li> <li>• Collaboration with Flemish Universities and lecturers will continue through the Erasmus project, the PhD research work and new calls for research proposals.</li> <li>• The late embedding of the SMNR in the Faculty (project team was very small and depending on Flemish lectures), however, was a risk.</li> <li>• The lecturer's motivation for research as well as for contribution to the Master thesis work is low. With less budget for research, it will be difficult to motivate the lecturers.</li> </ul> |
| <b>Financial Score: 4</b>  | <ul style="list-style-type: none"> <li>• Collaboration with a consortium of 11 private sector organisations that will provide the necessary funding for the SMNR.</li> <li>• Collaboration with UNDP that is funding some research and website development.</li> <li>• 70% of the lecturers have a contract with the ADEKUS.</li> </ul>  |
| <b>Final judgement/comments on sustainability:</b><br><p>The evaluation provides strong evidence that the sustainability of the MSc SMNR is guaranteed for the next 5 years. There is a strong commitment from the Faculty Board, which evaluated the SMNR and is convinced of its added value. The SMNR can also count on a team of motivated Surinamese lecturers, who are linked to and paid by ADEKUS. Finally, there is a strong commitment of the consortium of 15 enterprises, the Green Partners, to support and provide funding for the SMNR and the research component linked to this Master's programme. The network capacities of the LPL also created linkages with UNDP and will enable further collaboration with Flemish partner universities.</p> |  |

| <b>Impact (long-term effects) of the project?</b>  |   |
|--|---|
| <b>Indications of impact at academic level</b><br><b>Score: 4</b>                                    | <p>The VLIR-UOS project 4/5 is mentioned by several stakeholders as an eye-opener, giving an example for the FteW and in general for AdeKUS in different areas:</p> <ul style="list-style-type: none"> <li>• The development and implementation of an interdisciplinary Master's programme (structure, operations, reporting, etc.)</li> <li>• The accreditation: the accreditation file of the MSc SMNR presented to NOVA is often used as an example.</li> <li>• The collaboration with private companies and actors (Suriname Green Partners) is seen as an example for AdeKUS</li> </ul> <p>Another aspect, often mentioned by students, PhDs and other stakeholders is the investment in research, especially equipment and possibilities to attend (international) seminars that were enabled in Project 4/5. This is seen as an example that should be spread in the whole university to stimulate the 'research culture'.</p> |
| <b>Indications of impact on local, regional or national development processes</b><br><b>Score: 4</b> | <ul style="list-style-type: none"> <li>• As mentioned in 'development objectives', the MSc graduates and PhDs of the project are spreading knowledge on the need to conserve natural resources in Suriname and are using it in their current work. Evidence was found that they even spread their opinion on sensitive issues like gold mining by sending articles to the press.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• As mentioned above, close collaboration was developed with external stakeholders, especially private sector actors and environmental organisations. This facilitated the transfer to practical knowledge in the Surinamese context.</li> <li>• The FteW is more often asked by policy makers to give policy advice on topics related to NR (and the PhD research) like renewable energy, the use of wetlands for agriculture, etc.</li> <li>• No evidence was found of upscaling the MSc SMNR in the region.</li> </ul> |
| <p><b>Final judgement/comments on impact:</b> The project 4/5 is considered an example for the FTeW and for the university in different areas: (1) the implementation of the MSc SMNR, (2) the accreditation and (3) the structural linkages developed with societal stakeholders. Evidence is found that these examples and the lessons learned are used (1) for the development of new MSc programmes at the FteW (e.g. MSc in Renewable Energy), (2) as an example and stimulus for other faculties to get their programmes accredited and (3) to stimulate and invest in collaboration with societal actors.</p> <p>The impact on national development processes is clearly present. The collaboration with the consortium of 15 industries/companies in Suriname to work together on research and education linked to NR has an important impact on the Surinamese society. The FteW is also becoming partner of policymakers and provides them with policy advice on topics such as renewable energy. Finally, the impact and the outreach effect students and alumni have is also important. A large majority is working in the field of NR with government institutions or in private companies.</p> |  |

### 2.2.5. Project 6

#### Description of the project (intervention logic)

A BSc Physical Therapy programme of the Faculty of Medical Sciences (FMeW) of the Anton de Kom Universiteit van Suriname was already functional before the projects started. Major problem areas were the insufficient number of qualified staff to teach some of the subjects. Furthermore, deficiencies in research experience were apparent. The international trend in PT-education advocates the notion that competent physical therapists require a research-oriented education on a Master level since:

- more competences are needed by the PT as a health worker;
- the PTs profession profile has changed
- the PTs have more responsibilities in decision making.

The overall goal of this project is to establish a PT (MPT) Master's programme in Suriname, designed according to international trends and criteria from the World Confederation of Physical Therapy.

The specific objectives are:

- **Specific Academic Objectives:** A Bachelor-Master of Science programme in Physiotherapy according to international standards is integrated in the Faculty of Medical Sciences.
- **Specific Development Objectives:** The multifunctional and multidisciplinary training and research centre is operational for research, practical training, community needs and services.

In order to achieve these objectives, 5 intermediate results were formulated:

- IR 1: Curriculum development and design
- IR 2: Upgrading of academic staff
- IR 3: Marketing and public relations
- IR 4: Research and community service
- IR 5: Research and training facilities

### Assessment of the evaluation criteria

| Relevance   |  |
|---|--|
| <b>Responds to needs</b><br><b>Score: 4</b>                   | <ul style="list-style-type: none"> <li>• Clear link to transition from a BSC-oriented university to a MSc-oriented and education university</li> <li>• A clear need to strengthen the quality and the research component of the Bachelor PT in the Faculty of Medical Sciences</li> <li>• High relevance for the Surinamese society</li> <li>• Good formulation process</li> <li>• Strong institutional embedding of the project in the FMeW from the start:               <ul style="list-style-type: none"> <li>○ PT was a 'vakrichting' with its own staff. The staff members were the project's team members and were very motivated to implement the change.</li> <li>○ The Local Project Leader, was the 'richtingscoordinator' from PT and had the mandate and network to implement the changes and facilitate decision taking.</li> <li>○ The management of the FMeW was willing to collaborate and strengthen the 'vakrichting'.</li> </ul> </li> </ul> |
| <b>Synergy &amp; collaboration</b><br><b>No scoring</b>       | <ul style="list-style-type: none"> <li>• Cooperation was developed in the research field with other research institutions and international projects.</li> </ul>   |
| <b>Coherence of the intervention logic</b><br><b>Score: 4</b> | <ul style="list-style-type: none"> <li>• The intervention logic is very coherent and not too ambitious.</li> <li>• The indicators at the level of the IRs and of the specific objectives are realistic and measurable.</li> <li>• A limited number of assumptions (linked to the risks) are mentioned.</li> <li>• The intervention was sufficiently adapted to needs and changes in the management or in the larger context.</li> </ul>  |



### Conclusion on relevance

The project is relevant because the creation of a new Master's programme supports the transition from a BSc-oriented university to an MSc-oriented and education university. The physiotherapy programme is also relevant for Suriname. Studies have revealed that Suriname has a high burden of cardiovascular, neurological, and musculoskeletal disorders, significantly reducing an individuals' quality of life. This explains the choice of the general multidisciplinary research line of the physiotherapy department, i.e. physical activity, physical fitness and health. At the FMeW level, Physiotherapy was considered as the weakest bachelor's programme with not sufficient and well-trained staff and no research capacity.

The strong linkages aimed for with societal actors, in (1) community service programmes and (2) linked to the PhD research programmes, increased the development relevance of the project.

From the start, the MSc programme was well-embedded in the existing structures of the FMeW, using and upgrading the existing strengths and weaknesses of the existing staff. The LPL was also the existing coordinator of the PT-programme. The use of existing structures and strengths of people created the necessary conditions to implement a sustainable and new Ba-Ma structure.

The intervention logic is coherent, with realistic IRs, specific objectives and measurable indicators. The interventions were sufficiently adapted to the strategic, institutional and political changes at the FMeW and ADEK.

### Effectiveness = To what extent the project's specific objectives have been achieved

#### 2.1 Specific Academic Objectives Score: 4

The Ba-Ma in Physiotherapy, which is in accordance with international standards, is implemented and integrated in the Faculty of Medical Science:

- BA-MA is designed and implemented
- In the first cohorts (numerus fixus: 15), the target of 6 students graduating per year was not reached. The target was set too high. Many students drop out after the first year and some even drop out after finishing the BSc. From the first cohort in the BaMa programme, 3 students graduated within the nominal period of 5 years, which is 20% of the intake.
- The BaMa is well integrated in the FMeW.
- Staff (teaching and research) has increased and professionalised with contracts in the FMeW: they are very engaged in continuing the Master's programme.

During the evaluation, a more qualitative assessment made clear that the students and alumni are very positive about the quality of the Master's programme. The Master was needed to upgrade the PT's study programme. The stronger focus on practical lectures, internships and research, made it an internationally recognised Master's programme.



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| <p><b>Specific Development Objective</b></p> <p><b>Score: 4</b></p>  | <p><b>The multifunctional</b> and multidisciplinary centre that was planned, is equipped and operational for research, practical training and community needs and services. Delivering community services with the centre, as planned, was financially not feasible however.</p> <p>An outreach effect of alumni and students is present. Alumni start their own practice or find a job in a related sector (e.g. sports). Master students have to develop a thesis linked to the PhD projects. This makes them involved in relevant research for the Surinamese context. Other students are linked to community service projects like FIT KIDS.</p> <p>Research findings are often used by policymakers, because they are linked to larger (international) research programmes:</p> <ul style="list-style-type: none"> <li>• International research programme STEPS: risk factors for health. The PhD graduate was linked to this programme for Suriname and the results are used to provide policy advice to the Ministry of Health.</li> <li>• International research programme HELISUR</li> </ul> |
| <p><b>Scientific quality</b></p>   | <ul style="list-style-type: none"> <li>• As mentioned above, research findings are often used by policymakers, because they are linked to larger (international) research programmes.</li> <li>• The number of peer-to-peer publications has increased: 11 articles in international peer-reviewed journals, 4 conference papers, 5 conference contributions (poster, lecturers, etc.) and 6 platform presentations.</li> <li>• The Master PT has a very structured research component, with different people at different levels (PhDs, Master students, lecturers) contributing to the centrally defined core topics.</li> <li>• The Ba-Ma is not yet accredited because of financial restrictions.</li> </ul>  |
| <p><b>Conclusions on effectiveness</b></p> <p>The academic objective was achieved. The Ba-Ma PT is developed, functional and well-embedded in the FMeW. The Master (1) provides quality education, (2) has upgraded a team of motivated lecturers with MSc and PhD degrees, (3) has a clear research focus and research streams linked to the PhDs and the Master thesis and (4) more research papers are being published.</p> <p>The weakness of the Master is that the number of graduates is below expectations. It is still too soon for a 5-year BA-Ma, however, to draw conclusions from these numbers.</p> <p>The development objective was not reached as planned through the multidisciplinary training centre. But by linking the research to international research programmes, that provide input to policymakers and by developing community research projects, there are clear development results for the Surinamese community.</p> |   |

| Efficiency   |   |
|--|---|
| <b>Intermediate results</b><br><br><b>Score: 3</b> | <p>All IRs are planned and implemented as planned.</p> <p><b>IR1: CC-development, implementation and monitoring system:</b></p> <ul style="list-style-type: none"> <li>• The CC of BA-MA structure was developed with 3 specific thematic specialisations.</li> <li>• In the first cohorts (numerus fixus: 15), the target of 6 students graduating per year was not reached. The target was set too high. Many students drop out after the first year and some even drop out after finishing the BSc. From the first cohort in the BaMa-programme, 3 students graduated within the nominal period of 5 years, which is 20% of the intake.</li> <li>• A continuous monitoring/evaluation system was operational.</li> </ul> <p><b>IR2: Upgrade of the faculty:</b> Staff professionalisation and expansion</p> <ul style="list-style-type: none"> <li>• The gradual upgrading of the staff was done as planned, with excellent results: 7 MScs and 2 PhDs haven been reached.</li> <li>• The team has increased from 3 members to 8 members with contracts and there were contracts for 3 young Flemish graduates.</li> <li>• Specialisation was introduced in the team, in line with the 3 core streams of the Ba-Ma: PhDs and MSc. are linked to specialised thematic streams.</li> </ul> <p><b>IR3: Marketing and public relations</b></p> <ul style="list-style-type: none"> <li>• Increased number of applicants for the Physiotherapy programme</li> <li>• Increased public awareness on physiotherapy</li> </ul> <p><b>IR4: Research and community services</b></p> <ul style="list-style-type: none"> <li>• Physiotherapy research centralises one main theme: 'Physical activity, physical fitness and health". All PhD topics fit under this central theme. The research perspectives are complementary (biomechanical – exercise &amp; physiological – socioeconomic) and result in a holistic approach relevant to Suriname.</li> <li>• All research is conducted under the central theme. The majority of the Master theses' topics support the PhD tracks.</li> <li>• All applied research projects of PhDs are linked to larger (inter)national research programmes that benefit Surinamese society (STEPS, HELISUR/Helios): advice is given to policymakers.</li> <li>• Community research and service programmes are implemented and are linked to the research with participation of students: Fit Kids (external grants are linked to this project).</li> <li>• Publication of 11 scientific articles in international peer-reviewed journals, 7 conference abstracts and poster presentations.</li> </ul> <p><b>IR5/ Improved research and teaching facilities</b></p> <p>The Training and Research centre is very well-instrumented to serve education and research within the three main pillars of the Physiotherapy programme. At the</p> |

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|  | <p>moment, integration of the Movement Laboratory in the Training &amp; Research centre is being explored.</p>   |
| <p><b>Relationship input-output</b></p> <p><b>Score: 4</b></p> | <p>In general, the budget of € 443,332.64 (over 5 years) was used efficiently, given the positive and sustainable results of the project. No overspending was done and the budget was spent according to the planning.</p> <p>In comparison with the other projects, the strengthening of the lecturers team was done in a very efficient and effective way. 7 team members graduated with a Master's degree in Belgium through the VLIR-UOS programme and 1 PhD is finalising. 2 other PhDs are ongoing since 2013 and 2014 and are expected to be finalised soon.</p> <p>Most of the budget was used for infrastructure upgrading, N-S mobility and the upgrading of staff.</p>  |
| <p><b>Project management</b></p> <p><b>Score: 4</b></p>        | <ul style="list-style-type: none"> <li>• The Ba-Ma PT has a strong and clear institutional embedding in the FMeW, because the projects were built on the existing structure ('vakrichting PT') and the strengths and weaknesses of the existing staff (LTL, local lecturers). The team leader and the staff members were selected by the Faculty.</li> <li>• Good selection of the LTL: <ul style="list-style-type: none"> <li>○ High level of engagement</li> <li>○ Good knowledge of the content (PT)</li> <li>○ The position to facilitate decisions taking on a faculty level, implement changes and motivate, guide the staff (he was already coordinator of PT)</li> <li>○ Strong networking capacities</li> </ul> </li> <li>• Strong change management capacities of the PL's <ul style="list-style-type: none"> <li>○ Clear vision and steps</li> <li>○ Focus from the start on gradual upgrade (step-by-step) of the staff</li> <li>○ Strategic follow-up and adaptation</li> <li>○ Expertise with facilitation of change (implementation of Master's programme)</li> </ul> </li> <li>• Good relationships with the PSU</li> <li>• The PLs assure good, frequent and transparent communication with the Faculty.</li> <li>• Strong focus on team strengthening: <ul style="list-style-type: none"> <li>○ Gradual upgrade (step-by-step) of the staff (first MSc and later PhDs)</li> <li>○ Weekly meetings with the staff/lecturers</li> <li>○ Ongoing PhDs are incorporated in the lecturers team by working in team (in pairs) with Flemish lecturers.</li> </ul> </li> </ul> |

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| <p><b>The quality of the change processes and change management</b></p> <p><b>No Scoring</b></p>  | <ul style="list-style-type: none"> <li>• The project was implemented very strategically with a well-defined vision on the different components (CC-development, staff upgrading, defining research fields) and with clear steps to achieve this vision.</li> <li>• The implementation of the change was done in a gradual way, taking into consideration the absorption capacity of the local team and lecturers (in contrast to the quick transition and implementation in other projects) <ul style="list-style-type: none"> <li>◦ Gradual upgrading of the staff, starting with an upgrade to a Master of Science level and later to a PhD programme.</li> <li>◦ Gradual introduction of the BA-MA structure.</li> <li>◦ Gradual implementation of the research lines</li> </ul> </li> <li>• From the start, a strong focus was put on sustainability through the upgrading and motivation of the staff and continuous attention for embedding in the FMeW.</li> <li>• Continuous strategic evaluation and follow-up on the achievements was done by both PLs.</li> <li>• Sufficient adaptation capacity to institutional changes and difficulties was done.</li> <li>• There was a good strategy for the upgrading of staff, taking into consideration that the existing staff was not able to go to PhDs directly. This resulted in successful upgrading of the staff, first through selection and enrolment of MSc and later in PhDs.</li> </ul> |
| <p><b>Final judgement/comments on efficiency</b></p> <p>The project results were all reached through the gradual implementation of all the planned steps in the project, namely:</p> <ul style="list-style-type: none"> <li>• The evaluation of the previous four-year bachelor's programme in Physiotherapy in 2010</li> <li>• The development of a new Physiotherapy curriculum for a 5-year Bachelor-Master Physiotherapy programme</li> <li>• The gradual implementation of the 5-year Ba-Ma PT (one year at the time)</li> <li>• The gradual capacity building of the faculty members. Faculty members were first upgraded to a Master of Science level and later to a PhD programme.</li> <li>• The identification of field research and linking PhDs and Master thesis students to the defined research lines.</li> </ul> <p>These results were reached within the planned budget, which was well-used, taking into consideration that an important upgrade and expansion of the team was needed, starting with an upgrade into a Master of Science level and later into a PhD programme.</p> <p>The main success factors for this project are:</p> <ul style="list-style-type: none"> <li>• The strong embedding of the project into the existing structure of the FMeW</li> <li>• The good selection of the LPL, who was in a position to take decisions and to motivate the team, with a good network and with skills in change management</li> <li>• The capacities of the PL-team to strategically plan and gradually implement change processes</li> <li>• The successful upgrading of the staff, taking into consideration the absorption capacity of the people</li> </ul> |  |

| Sustainability  |   |
|---|---|
| <b>Institutional</b><br><b>Score: 3</b>   | <p>The sustainability is high:</p> <ul style="list-style-type: none"> <li>• The young, dedicated and well-trained staff of Physiotherapy (11 people) is able to run the Ba-Ma. All team members have a contract in the faculty. This way the Ba-Ma is self-relying.</li> <li>• Good embedding in the Faculty of Medical Science: it recognises the good work done during the project and are supporting the continuation of the Ba-Ma PT.</li> <li>• Continuous linkages with Flemish Universities linked to joint research and N-S mobility (new MSc and PhDs).</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• The Ba-Ma did not go through the accreditation process yet.</li> <li>• At AdeKUS, the acknowledgment and accommodation of the needs of FMeW is poor, the research culture is not really stimulated and the HRM is not yet in place. This creates risks for the sustainability of the results, especially those linked to research.</li> </ul> |
| <b>Financial</b><br><b>Score: 3</b><br><b>Good</b>  | <ul style="list-style-type: none"> <li>• Running the Ba-Ma will be possible with the dedicated and well-staffed team.</li> <li>• Collaboration with the Flemish partner university will continue, especially when linked to joint research.</li> <li>• A new VLIR-UOS South Initiative “Cerebral Palsy in Suriname” was approved in 2017 between the KU Leuven and AdeKUS</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• Maintenance costs for laboratory material are not available.</li> <li>• The total cost of the BA-Ma was never well-calculated and the inscription fee is low (not in accordance with the market).</li> <li>• New grants will be needed to continue upgrading the staff (PhDs) and for research.</li> </ul>   |
| <b>Final judgement/comments on sustainability:</b><br><p>The evaluation provides strong evidence that the institutional sustainability of the MSc PT is guaranteed for the next years with a competent and devoted team and institutional support at faculty level.</p> <p>The network capacities of the LPL also created linkages with UNDP and will enable further collaboration with Flemish partner universities.</p> |   |

| Impact (long-term effects) of the project?   |  |
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| <b>Indications of impact at academic level</b><br><b>Score: 4</b>  | <p>Ba-Ma and approach for CC-development and development of research streams are considered an example for the Faculty of Medical Sciences in different aspects:</p> <ul style="list-style-type: none"> <li>• CC-development is more than putting together different classes, but is based on need-assessments.</li> <li>• The research programme is well-designed with 1 central topic, 3 core streams and PhDs and Master students linked to these 3 core streams.</li> </ul> <p>In general, the project is seen as an example of how you can upgrade a 'weak' bachelor's programme to a Ba-Ma programme in line with international standards.</p> |
| <b>Indications of impact on local, regional or national development processes</b><br><b>Score: 4</b>   | <p>As mentioned in the 'development objectives', the research programmes of PhDs and Master students are linked to larger research projects and they serve as policy advice for policymakers on important topics such as risk factors for health. Furthermore, community development projects like FIT KIDS are developed with local societal impact and the creation of awareness on health topics.</p>   |
| <b>Final judgement/comments on impact:</b><br><p>Project 6 is considered an example for the FMeW and for the university in several areas: (1) the CC-development for a Ba-Ma, (2) the development of a coherent research programme and (3) the linkages with international research programmes to increase impact.</p> <p>Evidence was found for an impact on policymakers linked to the research topics of PhDs and on local awareness raising through community development programmes. No evidence was found for impact/outreach in the region.</p> |  |

### 3. Conclusions and lessons learned

#### High Relevance

The IUC AdeKUS programme has been relevant because all the projects and interventions were in line with the original objective of the collaboration: assisting AdeKUS in its transformation to become an education and research university. The formulation of the programme ensured clear linkages with the AdeKUS strategic plan. The academic projects (P3, P4/5 and P6) created a clear added value for the Surinamese society by creating and disseminating knowledge and research on critical issues such as sustainable development, natural resources and a healthy lifestyle. The institutional projects were also relevant to create the necessary enabling environment for the academic projects.

#### Varying degrees of success in the different projects

Based on the findings in the previous chapters, the evaluators can conclude that the implementation of the VLIR-UOS IUC programme with AdeKUS has shown varying degrees of success over the 6 projects.

The institutional projects (1 and 2) were challenging, because they aimed at realising structural institutional (university-wide) changes (even transitions) in a difficult institutional context like the one at AdeKUS. Appropriate investment in ICT-software and infrastructure (ICT, library and labs) was done, and lab employees, ICT, library staff and lecturers were trained in different areas. Activities related to the development of institutional policies and instruments to support structural changes, however, were suspended (HRM, ESC, PhD programme). In project 3, a very relevant MSc. Programme was developed, but its sustainability is at risk: at the time of the evaluation, it was yet unclear in what format this Masters would be continued within the faculty of Social Sciences.

For the programme elements (mentioned above) that did not achieve the projected results or for which sustainability is at risk, following explanatory factors were identified:

- The institutional projects were too ambitious without taken into account the limitations posed by staffing (high workload) and the bureaucracy at AdeKUS.
- Project leaders and coordinators have not been able to adapt the projects to what was feasible, taking into account changes in the AdeKUS context and the external context (adaptive capacity was not demonstrated).
- Institutional embedding of projects 2 and 3 and the HRM-component of project 1 in the adequate structure, department or institution of the university was only established to a very limited extent and encountered several challenges:
  - From the start, the projects were not embedded in existing structures.
  - Specific project leaders (P2 and HRM of P1) had insufficient mandate to take necessary decisions and to motivate the teams.
  - Efforts to create ownership with the relevant actors were limited at the faculty level (P3) or at the level of the relevant institutions (IGSR for P2 and Bureau for P1).
  - There was insufficient focus on team strengthening, upgrading of the team and creation of ownership and engagement with team members.
  - There was Insufficient commitment of the leadership of AdeKUS.
- The necessary change processes underlying the projects were not always well-designed (too much separate activities with little coherence) and, especially in the institutional projects (P1 and P2), follow-up on progress was sub-optimal.

Project 6 and project 4/5 have reached most of their results and objectives and are embedded in their faculties. They clearly contribute to the academic strengthening of their faculties and ADEKUS. The main success factors were the same as the obstacles mentioned above, namely: (1) good institutional embedding of the projects in existing structures (2) a strong focus on upgrading and strengthening the existing team (3) open communication, reporting and efforts done to create ownership and engagement at the faculty board and (4) competences of the PLs to implement change processes.

### **Partial realisation of the academic objectives**

If we look at the general academic effectiveness, we see that the programme, and especially the academic projects (P3, P4/5 and P6), have contributed to the global goal of becoming a more research-based university:

- 3 new Master programmes have been functional in AdeKUS for several years. Taking into account that only 5 permanent Master programmes are functional in AdeKUS, this is an important achievement.
- The MSc SMNR is accredited and the MSc SMNR and Ba-Ma PT are well-embedded in their faculties.
- A change in attitudes towards research and the use of innovative tools for learning (distance learning) is noticeable.
- Academic writing has received a stronger focus throughout the university.
- More students are aware of, and interested in, the possibilities of doing a Master and even a PhD.
- An increased number of academic research is published in national and international academic journals, although this is still limited.
- Staff, lecturers and researchers' strengthening through capacity building and the achievement of MSc and PhDs in Belgium.
- Networks with Flemish Universities enables future research, PhDs and joint projects (Erasmus plus, ...).
- The current Master programmes (MERSD, SMNR, Physiotherapy) motivate the development of other Master programmes within the respective departments.

A series of planned, structural institutional changes, that needed to be implemented through the institutional projects were not attained: the development of an HRM policy, a policy on and a fund for research, the creation of an educational centre, etc. were not realised. This negatively affected the overall effectiveness of the programme and the sustainability of the results.



## **Realisation of the development objectives**

In the 3 Master programmes, an outreach effect by students and alumni is present, because most students have a job in the public or private sectors related to the topics of these programmes. In all 3 Master programmes, community-based projects and research were developed, with dissemination sessions of the results in communities. In project 4/5, the enhanced collaboration with industry and private sector partners resulted in an agreement with the Suriname Conservation Foundation and its fourteen Green Partners, securing funding of the MSc for the period 2018-2022, thus supporting the sustainability and demonstrating the relevance of the project for the development of Surinamese society.

## **Limited regional impact of the IUC programme**

No evidence was found that AdeKUS became a stronger and high-ranked institute for the region that attracts regional students and collaborates more strongly with other regional universities.

## **Variation in the levels of sustainability**

The institutional sustainability of the Master programmes of P4/5 and P6 is strong. Both projects can count on qualified (upgraded) staff members, which are contracted by the faculty and have the commitment of the faculty board to continue with the programme. The projects P1, P2 and P3 cannot count on a similar level of institutional support, which explains the weak institutional sustainability of the results. In P1 (HRM-component), P2 and P3, the institutional embedding in the existing structures of the university was not taken care of from the start and this has affected the sustainability of the results over the whole life cycle of the projects. The upgrading of staff in these projects was difficult because the interventions were not linked to an existing department or institute that will continue to implement the project interventions. The vertical linkages with the faculty or bureau leadership were not sufficiently strengthened. Both projects (P2 and P3) ended up with a very small team (mainly the PLs) and limited support of the AdeKUS management.

## **Varying levels of financial sustainability**

In P4/5, external funding from a group of private partners guarantees financial sustainability for the upcoming years. For P6, the risks are limited because most lecturers have contracts and research is done in collaboration with international partners.

Financial sustainability of the other projects is not secured, due to the strongly reduced budgets at AdeKUS and the weak support for the IUC programme by the AdeKUS Board.

## **Strengths and weaknesses of the programme management**

The administration and financial management of the programme were well done. The strong engagement of the local and Flemish project leaders, coordinators and managers was admirable and contributed strongly to the results of the programme. Some challenges had a negative impact on the effectiveness and the sustainability of the programme results:

- The JSC, the FSC and the LSC were not sufficiently used by the stakeholders to ensure strategic follow-up on progress and risks and to discuss and take decisions on strategic adaptations.
- The programme failed to establish the much-needed vertical linkages between the projects/programme and the AdeKUS leadership levels (faculty, bureau, university board). It often depended upon the individual actions of the PLs and the PCs if and how these linkages were created.
- The role of the southern teams in the projects is crucial, yet the management manual did not provide clear guidelines on the function and responsibilities of these teams. It depended on the southern project leader how he used and strengthened the teams.
- The PSU is not institutionally embedded in the university.

### **Synergies and collaboration between the projects only realised to a very limited extent**

The evaluation suggests that the different programme components did not take full advantage of the possible forms of collaboration: the programme is mainly the sum of the individual projects. The realised synergies between the different projects are limited and opportunities to create collaboration on specific issues or to use project to implement pilots were not sufficiently used.

### **Strengths and challenges of the North-South collaboration**

The collaboration between Flemish universities and AdeKUS is one of the major strengths of an IUC programme. The transfer of knowledge and the possibilities for the staff of AdeKUS to upgrade their capacities through trainings, workshops and MScs or PhDs in Belgium are key success factors in the programme. The main challenges encountered are (1) identifying the appropriate collaboration model for the institutional projects (given the difficult context of AdeKUS), (2) the development of strategies to strengthen institutional linkages and leverage (not depending on individuals) and (3) identifying approaches that strengthen more equal partnerships through joint research, sharing of knowledge and good practices, etc. (which was argued in the analysis of efficiency).

## 4. Recommendations

### 4.1. Recommendations for the phase-out

#### 4.1.1. Develop and implement qualitative follow-up plans

The 'commitment document of the IUC-AdeKUS programme' and the follow-up plans (if available) at project level are not well-developed. Therefore, the evaluators recommend to VLIR-UOS to accompany the project leaders and programme coordinators in preparing the phase-out of the programme and in developing qualitative follow-up plans. These follow-up plans per project should contain clear steps, responsible persons, timing, budget, etc. Especially for project 3 (embedding of the MRSD) and for the embedding of the PSU, a qualitative follow-up plan needs to be developed as soon as possible. The implementation of these plans should be closely monitored.

#### 4.1.2. Consolidate the research components of the programme

In the phase-out of the project, the evaluators would strongly encourage the project leaders to stimulate the local teams and PhDs in developing actions to search for research funding within their faculty, university-wide and with local and international donors, private sector actors, civil society, etc.

The dissemination to external stakeholders of the Master theses and of the PhD research should also be enhanced in this last phase. Finally, the evaluators recommend to AdeKUS and VLIR-UOS to make budget provisions to continue supporting the ongoing PhDs. This should be combined with the development of contracts at AdeKUS that ensure the future incorporation of the PhDs in the Master programmes.

### 4.2. Recommendation for the development and implementation of future VLIR-UOS IUC programmes

#### 4.2.1. Strengthen the institutional embedding and sustainability of the projects and the programme with regard to the sustainability of the results

During the formulation of the projects, a lot of attention was paid to the definition of relevant topics in line with the strategic plan, the needs of AdeKUS and the needs of the Surinamese society. Not enough attention was given, however, to the necessary conditions to ensure institutional embedding of the projects. An important lesson learned in many development projects is the importance to link projects to existing structures, teams or groups and dynamics. The evaluators therefore recommend that, during the **project formulation, stakeholders ensure the following:**

- They define how both the project and the programme will be embedded in existing structures (faculty, bureau, institutions, and departments) of the partner university.
- They carefully define who will be the local project leaders, taking into account that these p should receive the mandate in the partner university (1) to take operational decisions in the topic of the project and (2) to take the project forward. The most logical approach is that the structure that the project is linked to, selects who needs to be the team leader.
- They define who will be part of the local project team that will implement the project. The most logical approach is that the structure were the project is linked to, selects who needs to be in the team.

- They define how the necessary vertical linkages between (1) the projects and the faculty board or bureau and (2) the programme and the University Board will be developed. The most logical approach is that (1) the management of the faculties/bureau participates regularly in the LSC (e.g. every 3 months) and (2) that all management levels (faculty, bureau and university) participate in the JSC. Frequent and transparent communication on results and budgets also needs to be planned.
- They guarantee full participation (co-creation) of faculty members and staff members of the main responsible structures when defining the project objectives, results, indicators and assumptions.

During the **project implementation**, regular meetings (e.g. monthly) with the project team need to be organised to discuss activities, progress, the need for adaptation, etc. Another important issue is the continued focus on upgrading and strengthening the capacity of the teams, in order to prepare them for taking over all interventions and for ensuring sustainability of results.

#### **4.2.2. Develop a learning path and supportive tools for project leaders and programme coordinators on the facilitation of change processes**

The evaluation reveals that the project leaders and programme coordinators are very engaged in the projects and the programme, but that they have different capacities. It is important that in the project teams (local PL and Flemish PL) and in the programme team (local PC and Flemish PC), knowledge and expertise on the facilitation of change processes are present.

Therefore, the evaluators recommend to VLIR-UOS to strengthen the project leaders and the programme coordinators by developing a learning path (training and follow-up) on the facilitation of change processes. Based on the evaluation results, topics that might be addressed are:

- Projects based on existing structures and teams
- From action-based work to the design of more complex change processes
- Stakeholder involvement, the participation of teams and leadership levels and how to create ownership and engagement
- From a hands-on to a more hands-off approach for team leaders and Belgian lecturers and methods to achieve that (good practices)
- Possibilities of working with bottom-up pilot projects
- The life cycle of organisations and the need for different types of change strategies in different stages of development of an organisation
- Adaptation of change processes to changes in the internal and external context
- Knowledge and recognition of own strengths, weaknesses and beliefs in change strategies

Another possibility is to collect good practices from the different IUC programmes that VLIR-UOS is facilitating and financing worldwide. These good practices can be bundled and distributed among the PL and PC. This can also be combined with meetings where good practices and experiences are shared. From this IUC programme with AdeKUS, project 6 can be used as a good practice of how to implement change.

#### **4.2.3. Improve the effectiveness and efficiency of the institutional projects**

The institutional projects are complex because they aim at realising structural institutional changes, often in a difficult context. Based on the findings in the evaluation the evaluators recommend:

- Making the institutional projects less ambitious. This can be done by selecting and prioritising the most important institutional changes during the project formulation.
- Linking the institutional projects to existing structures and teams that will be responsible for the change implementation. If this structure and team does not yet exist (as was the case with the HRM in this IUC), the evaluators believe that the necessary condition to implement an institutional change project is not present and would recommend not implementing the institutional project.
- Also considering a bottom-up pilot project approach when designing the institutional projects. A bottom-up pilot approach is able to realise change even in circumstances where the management is reluctant to change or if transitional change is on the agenda (e.g. the transition from personnel administration to HRM). The strengths of this approach are that engagement and ownership can be created at lower levels (staff, faculties, departments), good practices can be generated more easily and quickly and can be shared with other departments or faculties, without having to change the whole system at once. Another positive feature of a pilot project approach is that it can be used to create synergies between the institutional projects and the academic projects. The IUC model generates an enabling environment for this kind of pilot projects.
- Carefully selecting the local and Flemish project leaders. The involvement of key persons in the South with the most relevant local expertise and a decision making role within the institutions in that particular field of expertise is crucial for the success of institutional projects. Therefore, the local project leaders should have the expertise and the mandate to take decisions on the subject and to coordinate the change process. The Flemish team leader of the project should have expertise in the institutional topic or in the facilitation of change processes. Linking administrative and technical staff from the Flemish partner universities, who have demonstrated expertise in the subject area to the institutional project, has been suggested several times as a possible option to consider in future programmes.
- Financing the temporary buy-in of local expertise on the institutional topic if needed.
- Designing strategic change process for every IR, in order to avoid the implementation of separate activities.
- Implementing close follow-up and adaptation mechanisms on progress, including the attention for risk assessment. This should be done at the level of the team and at the project and programme level, through the LSC and the JSC. If no visible progress is possible, adapt the project or consider ending the project.

Finally, we recommend planning the institutional project on a five-year basis. An institutional change process needs to have a minimum speed of implementation to create engagement and ownership. A project time of 10 years seems too long. After 5 years, the mid-term evaluation can help defining a new area for institutional strengthening for the next 5 years, taking into account the current needs in the partner university and the current external context.

#### **4.2.4. Strengthen the project and programme management**

The management manual, in the eyes of the evaluators, presents an effective tool to support efficient programme management. The evaluation also provides strong evidence that the good selection of the programme coordinators, team leaders and the quality of the project and programme management are crucial for the success of the projects and the IUC. To further strengthen the programme management, some recommendations are described below.

- The Local Steering Committees (LSC) and the Joint Steering Committees (JSC) were not sufficiently used for strategic follow-up on progress and risks nor to take clear decisions on necessary strategic adaptations. The evaluators recommend strengthening the capacity of the JSC to take joint decisions on adaptive measures.
- The vertical linkages between the projects/programme and the existing leadership levels (faculty, bureau, university board) are not defined in the management manual of the IUC AdeKUS. The evaluators recommends defining in the management manual:
  - The participation of the leadership levels in the existing IUC consultation structures. The faculty leadership could, for example, participate every quarter in the Local Steering Committee and all leadership levels (faculty, bureau, university board) could participate in the Joint Steering Committee. During the meetings, the focus should be more on assessing progress, discussing obstacles and planning adaptations and less on operational issues.
  - The minimum level of communication, information flows (e.g. annual report on results as done in P4/5) and frequency of communication with the leadership levels.
- The role of the southern teams in the projects is crucial but is not described in the management manual. It depends on the PL how the teams are used and strengthened. The evaluators recommend describing the role of the local teams (creation and implementing of the necessary interventions, planning, follow-up and monitoring) in the management manual. The evaluators also recommend including regular consultation meetings per project with the local teams in the management manual.
- The evaluators recommend making efforts to identify and select a Local Programme Coordinator (LPC) that is perceived as neutral and having substantial capacities for networking, conflict resolution and consensus building among all stakeholders involved in the IUC programme. In case the institutional context is very challenging, the role of the JSC and of VLIR-UOS becomes more important.
- Finally, the evaluators recommend improving the role description of the project leaders. In many of the projects under the IUC with AdeKUS, the project leaders have been very operationally involved in the project, implementing activities, intervention, etc. This is sometimes necessary at the start of a project, but their role should change in the course of the project to a more hands-off approach, stimulating the engagement of the local teams. Therefore, the evaluators recommend reformulating their main tasks as 'facilitating the implementation and follow-up of the planned interventions and changes'.

#### **4.2.5. Strengthen the synergies between the projects**

The IUC programme with AdeKUS was mainly the sum of individual projects. To increase impact and effectiveness, more collaboration and synergy need to be developed between the projects. The evaluators recommend taking more time during the project and programme formulation to define possible synergies and collaboration between the projects. The synergies should also be described in the programme and activities of the different projects should be linked to concrete joint results. A pilot project approach, as mentioned above, creates possibilities for synergies between the institutional and academic projects.

During the programme implementation, new opportunities for synergies and collaboration may occur. These possibilities should be more discussed during the local and joint steering committees.

#### **4.2.6. Stimulate institutional collaboration between the Flemish universities and the partner university**

The evaluation provides evidence that there is a demand of the partner university to strengthen the more institutional linkages with the Flemish universities. Up until now, the linkages mainly exist based on the individual interests of people in Flemish Universities. More institutional linkages can also strengthen the focus on joint research and the exchange of knowledge, expertise and good practices on relevant global challenges. This is a more diverse form of collaboration (more than knowledge transfer from North to South) and more in line with the 2030 Agenda (SDGs). This Global Agenda 2030 stimulates partnerships and joint learning and development of joint, global solutions for complex global problems.

# ANNEXES

Annex 1: Terms of Reference

Annex 2: Mission programme and persons consulted



## Annex 1: Terms of Reference

### 1. General principles of an Institutional University Cooperation (IUC) programme

#### 1.1. General description

An Institutional University Cooperation (IUC) programme is a long-term (12 years) institutional partnership between a university in the South and Flemish universities and university colleges. The programme supports the partner university in its triple function as provider of educational, research-related and societal services. It aims at empowering the local university as to better fulfil its role as development actor in society.

The objectives and content of an IUC partnership between one partner institution in the South and Flemish universities and university colleges are outlined in a *partner programme* (a sort of technical and financial file). All IUC programmes combine objectives of institutional strengthening and strategic thematic capacity building (linked to both institutional priorities and developmental priorities in a specific country). Each partnership consists of a coherent set of interventions (projects) geared towards the development of the teaching and research capacity of the university, as well as its institutional management. The IUC programme is demand-oriented, and seeks to promote local ownership through the full involvement of the partner both in the design as well as in the implementation of the programme. At change level, the concept is that through a programme approach, greater synergy, added value and institutional impact can be achieved than through a set of individual different IUC projects. Apart from internal synergy, the IUC programme is also looking at synergies and complementarities with other local development initiatives. Although the identification of the fields of cooperation is demand-initiated, as it concerns a partnership, the match with the available interest and expertise for cooperation at the Flemish side is crucial.

The IUC cooperation with a partner institution covers a period of approximately 12 years with 2 main programme phases –Phase I and Phase II- covering a combined 10 years of project execution time. These phases are preceded by a phase-in and followed by a phase-out.

| IUC Programme | Phase-in - Pre Partner Programme | Phase 1 – Capacity Building |   |   |   |   | Phase II: Consolidation |   |   |   |    | Phase out: Valorisation |    |
|---------------|----------------------------------|-----------------------------|---|---|---|---|-------------------------|---|---|---|----|-------------------------|----|
| Year          | 0                                | 1                           | 2 | 3 | 4 | 5 | 6                       | 7 | 8 | 9 | 10 | 11                      | 12 |
| Partner Ships |                                  |                             |   |   |   |   |                         |   |   |   |    |                         |    |

The IUC partner programme is subdivided into a number of constituting projects (research, capacity building and extension-related), which are composed of a number of interlinked activities to be realised in the framework of a partner programme phase.

At programme level, the IUCs are coordinated by a local academic coordinator -with the support of top university management- and a Flemish coordinator, appointed by VLIR-UOS, and with him a coordinating Flemish university. The identification, formulation and implementation of each project is managed by project leaders: academics from both the Southern and Flemish Higher Education Institutions. Flemish project leaders are designated by VLIR-UOS on the basis of an open competition.

## 1.2. Theory of Change of an IUC programme

### 1.2.1. Core attributes of an IUC programme

- a) **Institutional support:** The VLIR-UOS programme for IUC aims at the provision of substantial support to 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 upgrading of the quality of local education;
  - the development of local post-graduate education in the South;
  - the reinforcement of South-South linkages and upgrading the network of the partner university;
  - the upgrading of the quality of scientific research (linked to publication output) of the partner university;
  - ...
- b) **Long-term cooperation:** in order for institutional cooperation to be effective, long-term partnerships are needed. Institutional partnerships are to cover a period of at least ten years, consisting of two main programming phases of usually 5 years. Towards the end of phase I, a mid-term evaluation is carried out, while phase II is followed by a final evaluation;
- c) **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. The alignment to the institutional needs and priorities of the partner universities in the South should support this ownership;
- d) **Relevance:** development relevance is linked to the role of the institution in its environment and the potential of strengthening this position of development actor. This is also linked to the fact that an IUC is typically not a first-tier institution in a country, but a mid-range institution with sufficient academic capacity to build upon, a mission or at least potential for playing the envisaged role of driver of change and with a number of clear needs in terms of projected capacity building;
- e) **Concentration and donor coordination:** concentrating efforts on a limited number of partner institutions in a given country leads to advantages in terms of programme management, but the concept  
  
is also used here to reflect that the programme approach actually stimulates synergy between different project interventions - apart from the IUC programme - and adds

value in terms of the expected broader institutional impact of the programme intervention. VLIR-UOS is also convinced that through donor coordination at international and Belgian level, results can be even further increased.

- f) **Partnership:** Each partnership is broad in orientation and includes the following:
- different components (projects), brought together in a synergetic and coherent way, make up the partnership;
  - all projects aim at a thorough institutional impact;
  - the activities which are organised in the context of the partnership can involve all constituent parts of the university;
  - 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;
  - apart from capacity building related to the improvement of education and research, the partnership also mandatorily includes at least 1 institutional strengthening project aiming at improving the administration and management (managerial capacity, HRD, International Relations) of the university as a whole and to support internal service delivery (ICT, library) and policy needs in research, educational reform, etc.;
  - the identification of the fields of cooperation within the partner programme is based on the partner university's demands; these demands can obviously only be met in so far as the required expertise can be provided by the Flemish universities or university colleges (demand-driven approach);
  - the cooperation is to be supported by the institutional authorities meaning that involved academic leaders should have the necessary mandate or link with institutional decision structures;
  - the spirit of dialogue, mutual respect and true partnership is crucial for success.

### 1.2.2. Generic Theory of Change

Every **Institutional University Cooperation (IUC)** programme is subdivided into a number of synergetic/complementary projects (research, capacity building and extension related) which are composed of a number of interlinked activities to be realised in the framework of a partner programme phase. These different projects all have their individual results framework and underlying Theory of Change. An IUC is more than the sum of its projects: through programme level management, the scale of the total programme, transversal (institutional strengthening) projects, the interlinkages between the different projects, the support given by the programme support unit and the critical mass of capacity created, an IUC has the potential to empower the local university as a whole to **better fulfil its role as development actor in society**. In this subchapter we will briefly present the generic Theory of Change of IUC projects before presenting the overall, generic Theory of Change for IUC programmes.

## **Project level Theory of Change**

Every Institutional University Cooperation (IUC) programme consists of a number of ‘classic’ projects and one or two “transversal” projects. The classic projects primarily contribute to development changes at impact level, and indirectly also contribute to the institutional performance of the Higher Education Institutes (HEI) and the role of the HEI as a development actor. The transversal projects aim at improving internal services or systems of HEI. This can be in various areas: ICT services, e-learning, library services, research management, etc. This not only contributes to the different (“classic”) projects but also strongly contributes to an improved institutional performance of the HEI.

### Classic projects:

At the **output level** VLIR-UOS supports interventions producing different types of deliverables. Below some examples of deliverables are provided for a better understanding. All these deliverables are achieved in partnership with HEI in Flanders and a partner country. These outputs are considered as being within the sphere of control of the project

#### **Deliverables related to education improvement**

Curricula development/renewal of trainings, courses, Master programmes, deliverables related to improved pedagogic approaches, etc.

#### **Research deliverables**

Data sets collected, experiments and their direct results, field work, extension activities, etc.

#### **Strengthened research or education capacities**

Short term training of students or staff (in research or education), Master scholarships (or local support for Master students), PhD scholarships (sandwich system; or local support for PhD students), study tours, etc.

#### **Infrastructure and equipment (functional)**

Deliverables to equip laboratories or classrooms, purchasing ICT materials for libraries and research centres, etc.

#### **Deliverables related to extension**

Deliverables related to the extension of knowledge, applications or services: dissemination workshops for final beneficiaries, training materials created, demonstration sites, etc.

At **outcome level** (specific objective) we can identify 3 typical outcomes for (max. number of outcomes per project = 2). These outcomes are *identified as specific objectives* and can be considered as “use of outputs”: They imply changes in performance, behaviour, etc. These outcomes are no longer within the sphere of control but are within the sphere of influence of the project

#### **Improved Research practices**

By making use of different outputs (e.g. research deliverables, strengthened research practices) local research practices are sustainably improved. This implies that there will be better and more relevant research.

#### **Improved Education practices**

New knowledge, applications or services are created + Uptake by relevant stakeholders

By making use of different outputs (e.g. deliverables related to education improvement, strengthened education capacities) education practices are improved.

By doing research in the framework of VLIR-UOS supported interventions, new knowledge (or applications or services) on development issues is created (depending on the results of research). This knowledge is not only captured in scientific publications. The intervention -together with the local partner (and extension services if relevant) - will also create the appropriate conditions in order to guarantee the uptake of this new knowledge by relevant stakeholders (communities, governments, private sector, etc.).

Contribution to development changes

At **impact level** the main change envisaged is always a developmental objective (long term). Implicitly it is also about a changed role of the local partner as an actor of change (medium-term). Through a successful

achievement at the outcome level, the local actor will inherently become an agent of change for the society. With this change, and the achievements at the outcome level, there will be a sound contribution to development changes. This “change” will relate to the (external) effects of increased research performance/practices (internal) and/or the (external) effects of improved education practices/performance (internal) and/or the effect of uptake of new knowledge/applications/services (i.e. the effective (external) use).

All these elements are summarised in the simple, generic representation of the Theory of Change of ‘classic’ VLIR-UOS projects.

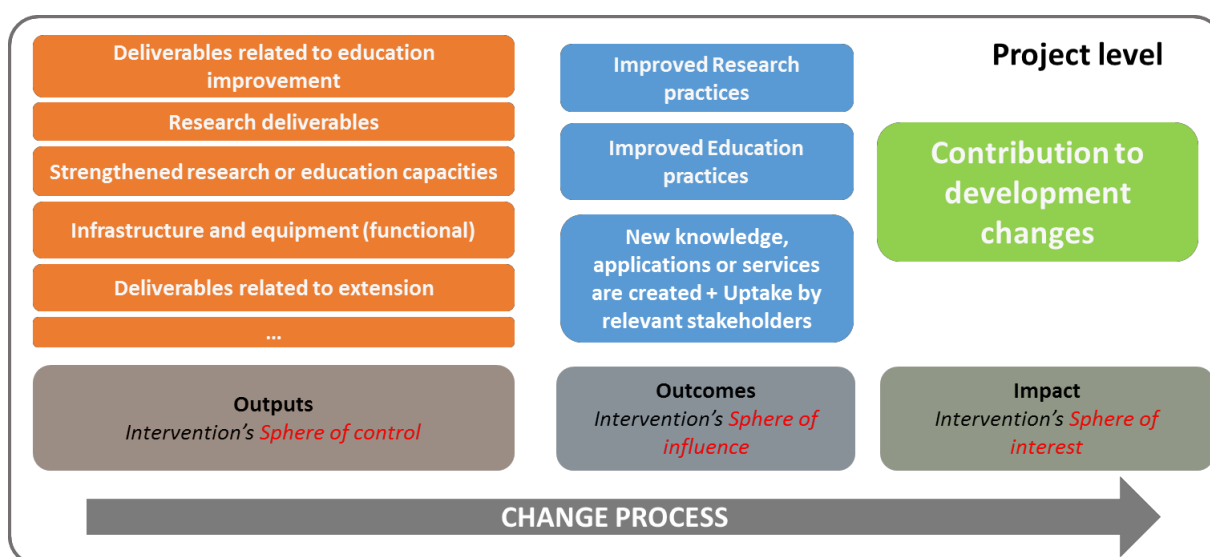


Figure 1 - Theory of Change IUC project

### Transversal projects

In an IUC programme, there is always one or more 'transversal' project. These are projects that have a slightly different Theory of Change. Transversal projects always focus on strengthening organisational capacities in areas such as internal service delivery (e.g. ICT services, library services, etc.), external service delivery (e.g. extension services), managerial capacity (HRD, planning, etc.). These projects realize a number of outputs with the aim to improve internal performance. This improved internal performance will contribute to institutional changes, and will also contribute to the other projects of the IUC (e.g. improved internal ICT performance will also benefit the other projects. A simplified illustration of possible ToCs of transversal projects is provided below.

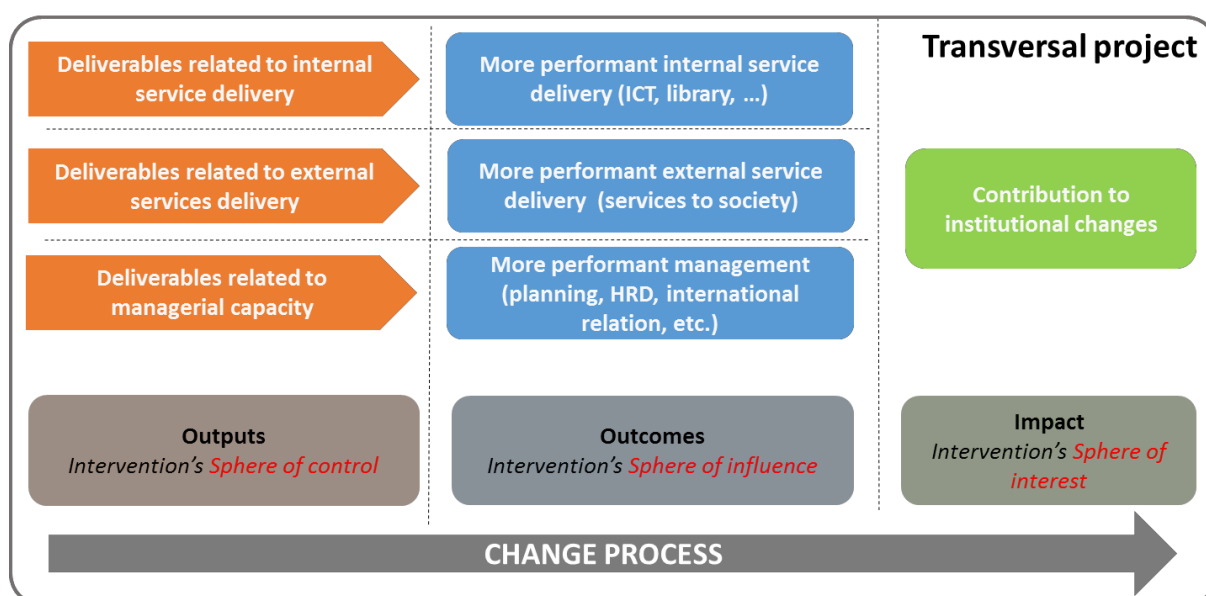
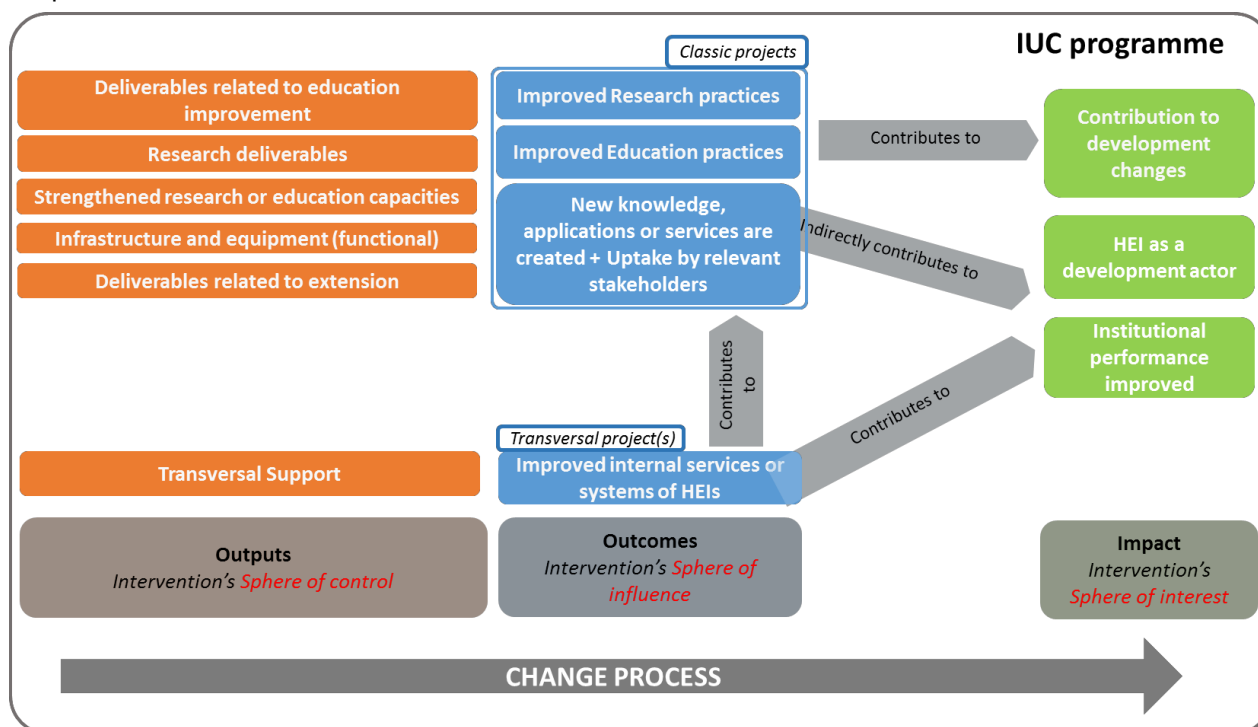


Figure 2 - Theory of Change IUC transversal project

### Programme level Theory of Change

The primary impact envisaged by an IUC is to contribute to development changes through the development results of the different projects. A second intended impact is (a) the contribution to an improved performance of the HEI and (b) a changed role of the university as a development actor (strongly related to development changes). This is the programme level impact sought for. A generic and simplified ToC for an IUC programme as a whole is presented below



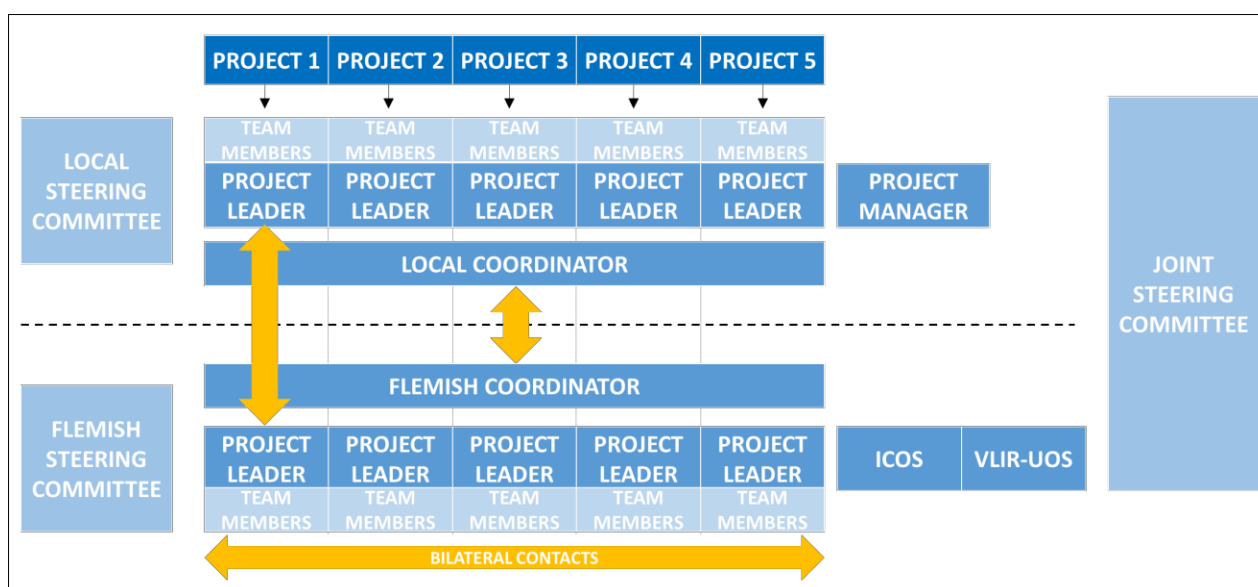
### 1.3. IUC management system: tasks and structure

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

- **VLIR-UOS** is responsible for the programming - including the selection of partner universities, monitoring and evaluation of the overall programme. VLIR-UOS is accountable to the Belgian government;
- the **university of the Flemish coordinator and the partner university** have the responsibility to jointly manage the implementation of the partner programme and the constituent activity programmes<sup>2</sup> based on an agreement signed by the Flemish coordinating university, the partner university and the VLIR;
- the implementation of a partner programme is delegated to a **Flemish university** which functions as the coordinating university in Flanders. The Flemish university (of the appointed 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. The Flemish coordinator is supported by the ICOS of his/her university in the

various management (administrative/financial) duties associated with the implementation of a complex programme;

- the **partner university** also has to nominate a local coordinator who functions as the key responsible person at local level;
- at the level of the **partner university** a full time programme manager is appointed in order to support the local coordinator in the various management duties associated with the implementation of a complex programme;
- both in the North (Flemish Steering Committee Meeting) and the South (Local Steering Committee Meeting) a **steering committee** is established to coordinate the implementation of a partner programme. These committees join in a **Joint Steering Committee Meeting (JSCM)** that takes place, in principle, on an annual basis.
- Every IUC has a **management manual** which describes the most important management and administrative processes



## 1.4. IUC Programming cycle

VLIR-UOS follows the principle of Project Cycle Management (PCM). The following table provides an outline of the programme cycle, and the responsibilities during the different programme phases.

| Project Cycle Management Phase | ACTIVITIES | ACTORS | OUTPUTS |
|--------------------------------|------------|--------|---------|
|--------------------------------|------------|--------|---------|



|  |  |   |  |
|--|--|---|--|
| <b>PROGRAMMING</b>   | <p>Activities: Policy framework definition; Broad outline for Country Strategy and Intervention level/opportunity for IUC by VLIR-UOS</p> <p>Outputs: Typology of fundable projects at generic level, conditions for acceptance</p>  | VLIR-UOS/ DGD   | <p>Typology of fundable projects</p> <p>Conditions for acceptance</p>  |
| <b>IDENTIFICATION</b>  | <p><i>Country programme level</i></p> <p>Activities: Country identification Missions organised by VLIR-UOS; Gathering of country data and interest of collaboration (=&gt; Ex ante evaluation)</p> <p>Outputs: Identification of institutional potential in the context of country strategy identification</p> <hr/> <p><i>Programme level ( level of intervention type)</i></p> <p>Activities: Elaboration of programme/project idea by the partner university and analysis whether the idea is fundable and matching is feasible</p> <p>Outputs: Preliminary proposals submitted to VLIR-UOS</p> | PARTNER UNIVERSITY, prospective coordinators            | Preliminary proposals submitted to VLIR, eligibility check   |
| <b>APPRAISAL MATCHMAKING</b>   | Analysis against VLIR policy, selection, formulation mission, matchmaking between prospective project leaders  | VLIR, selection commission, prospective project leaders | <p>Projects selected for formulation</p> <p>Formalised matching</p>  |
| <b>FORMULATION</b>   | Collection of data, consultation, detailed formulation   | PROJECT LEADERS   | Programme and Project proposals  |
| <b>FUNDING DECISION</b>  | Final advice   | Selection commission                                    | Funded programme, starting with a pre-partner period   |
| <b>IMPLEMENTATION AND MONITORING</b>                                     | <p>Annual planning Annual implementation</p> <p>Annual reporting Adaptation as required</p>  | All stakeholders  | <p>Implementation of partner programme as planned</p> <p>Adapted when necessary, annual reports, steering committee reports, activity output</p> |
| <b>EVALUATION</b><br>(per main programming phase, usually every 5 years) | Evaluations<br>(mid-term and final)  | Evaluation team + all stakeholders                      | <p>Evaluation report</p> <p>Lessons learnt fed back to cycle</p>   |

## 2. The IUC under review: Anton de

# Kom Univer- sity of Suriname (Ad- eKUS)

## 2.1. Context of the IUC under review

Suriname, located on the north-eastern coast of South America has a population of 543.900. It is the smallest country in South America, and seen as an upper middle income country with one of the Carib- bean's best performing economies over the last decade, largely due to its rich endowment in natural resources and biodiversity.

### Political and economic situation in Suriname

In 2016, the government under the leadership of President Desiré Bouterse and Vice-President Ashwin Adhin continued with its five-year term. By mid-2016, however, with a deepening recession and rising social tensions, progress on a number of policy reforms were either stalled or reversed. The government is struggling with economic adjustments required to adapt to the decline in foreign reserves of recent years in the aftermath of the commodity boom. With the end of the commodity boom, the economic contraction has deepened in 2016, accompanied by currency depreciation and high rates of inflation. Suriname's economy has been negatively affected by a drop in commodities prices (especially for alu- mina, oil and gold). An economic crash programme (Recovery and Stabilization Plan 2016–18) has been developed, which lays out a program of fiscal and monetary policy adjustments to stabilize the economy, along with policy and institutional reforms that will facilitate private sector activity. Suriname

has forged several agreements with the IMF, the World Bank, the Inter-American Development Bank (IDB), the Caribbean Development Bank (CDB) and the Islamic Development Bank (IsDB), making available more than three billion dollars aimed at economic diversification and the sustainability of the economy.

The Gross Domestic Product (GDP) in Suriname was worth 4.88 billion US dollars in 2015, which de- clined steadily in 2016. The inflation rate was projected to be 60 percent at the end of 2016, but was actually 64%, and is still increasing in 2017. Import compression has narrowed the external current account deficit, which is projected at below 4 percent of GDP in 2016. The budget deficit is projected at about 6 percent of GDP in 2016, with the debt-to-GDP ratio projected to reach near 70 percent of 2016 GDP, including the recent takeover of state owned enterprise debt financed by a US\$550 million gov- ernment bond sold to external investors, and bilateral concessional loans.

The GDP annual growth rate of Suriname is reported by the World Bank and the Central Bank of Suri- name in figure 1. Expectations of the local government are that the recent investments in large oil and gold operations should help to recover the GDP growth in 2017, once these operations enter full pro- duction.



**Figure 1: Depiction of the GDP of Suriname over the period 2006 – 2016<sup>3</sup>**

Due to the economic crisis and economic instability in Suriname, social tensions are arising and leading to groups of poverty. Poverty in Suriname affects nearly one out of every two people. Some of the issues contributing to Suriname's poverty are poor health, education, child labour, sexual exploitation and violence. The amount of poverty in Suriname has often led to children having to take on jobs and quit schools. The fixed age at which a child can start working is 14; however, eight percent of children ages 5 to 14 work often in the mineral industry (especially gold mining) where they are exposed to toxins.

**Table 4: Overview of the economy of Suriname in 2016**

|                       |                    |   |                |
|-----------------------|--------------------|---|----------------|
| <b>Population</b>     | 543,900            | <b>Human Development Index (HDI 2015) – position 97 out 188 countries</b> | 0,725          |
| <b>GDP</b>            | US\$ 3.621 billion | <b>GDP annual growth – 2016</b>   | <b>-10.4 %</b> |
| <b>Inflation rate</b> | 52.4%              |   |                |

## 2.2. Partner university

The strategic and significant role of Higher Education lies in its ability to contribute to the development of knowledge-based, democratic and equitable-minded societies which promote sustainable social and economic development, social inclusion, peace, stability, justice and decent living standards for all citizens. The Government works together with higher education institutions. Higher education will trigger research, innovation and creativity. Higher education institutions will carry out, through their core functions (research, teaching and service to the community) in the context of institutional autonomy and academic freedom, processes regarding sustainable development. They should increase

their institutional learning capacity, interdisciplinary focus and promote critical thinking and active citizenship. The intention of the government is to school people and have quality schools on various specific levels, so they can develop the production sectors in several areas of expertise.

The members of the current board of the University (UVS Board) are: Prof. Dr. Jack Menke (President of the Board of University) together with Mrs. Jenny Christopher-Johns, MSc (secretary) as the current daily management team. The other members of the board are: Mrs. Rosita Woodly – Sobhie, Mrs. Nailah van Dijk LLM, Mr. Soenielkoemar Mahabier, Dr. Yvonne Baal, Mr. Emmanuel Scheek (chosen from the University society (administrative and science personnel, lecturers, and students population) and Mr. Dave Chehin (appointed from Min OWC. The vice-president of the board Prof. Dr. D. Mans resigned at the end of March, 2016, this post is still vacant.

The UvS Board has installed in 2016 some committees to evaluate the status on education, research, international relations, projects and donor funding, finances and ICT. The goal is to increase the scientific capacity and performance. Furthermore, several committees on themes such as: scientific development, finances and international cooperation were installed. These committees have been given the tasks to evaluate and streamline all ongoing projects and activities, and to advise on certain aspects.

A new strategic plan for the AdeKUS is being developed, and in October 2016 the Research board was established. A document was drafted on Research policy and discussed during the period of November and December 2016 with the Faculties and institutes (IGSR, IMWO & MWI). In 2017, the Education Board will be installed. An activity program is in progress for the 50th anniversary of the AdeKUS (1968 - 2018).

The impact of the economic crisis had a direct effect on the AdeKUS budget and indirectly on the Partnership Programme. The monthly subsidy of the Government has been reduced and was not received on time, which has influence on the operational costs of AdeKUS (budget deficits). The UvS Board took some decisions regarding downsizing operational costs, working efficiently and lowering costs. Some of these decisions had also impact on the daily operation of the Partner Programme (such as: the use of the VLIR car (transportation costs have been downsized), payment of yearly subscription fees for the University Library and yearly license fee for some software (e.g. SPSS which has a large users group within AdeKUS).

So, due to these severe budget cuts and budget deficits, AdeKUS is currently still not able to take over all the structural cost of the Partner Programme. Both coordinators have discussed this matter during several occasions with the Board, and it has been promised that the activities and achieved results will be continued in a sustainable manner after the Partner Programme ends in 2018.

## 2.3. Overview of IUC

| PROGRAMME |   |
|-----------|---|
| Title:    | Institutional University Cooperation with Anton De Kom University (Phase 2) |

|  |   |                         |  |
|--|---|-------------------------|--|
| <b>IATI identifier:</b>  | BE-BCE_KBO-0418.766.123-IUC_ADEKUS_Phase2   |                         |  |
| <b>Type:</b>   | IUC   | <b>Contract ID:</b>     | ZIUS2013AP018                            |
| <b>Country:</b>  | SURINAME  | <b>Location</b>         | Paramaribo                               |
| <b>Start:</b>  | 1/04/2013   | <b>End:</b>             | 31/12/2017                               |
| <b>Partner (South)</b>   | Anton De Kom University   | <b>Partner (North)</b>  | KU Leuven                                |
| <b>Promoter (South)</b>  | Henry Ori   | <b>Promoter (North)</b> | Wim Van Petegem                          |
| <b>Contact (South)</b>   | henry.ori@uvs.edu   | <b>Contact (North)</b>  | wim.vanpetegem@dml.kuleuven.be           |
| <b>Budget:</b>   | 2.680.000 EUR (Y6 – Y9: 570.000 EUR/y; Y10: 400.000 EUR)                                | <b>Sector:</b>          | Research/scientific institutions (43082) |
| <b>Summary</b>   |   |                         |  |
| <p>The IUC programme with AdeKUS is built around the central theme of sustainable development. As in all IUCs, a number of projects focus on the institutional strengthening (2) and others focus on thematic/scientific priority areas for the university and the country.</p> <p>Projects 1 and 2 have been designed with a focus on institutional strengthening of educational quality (focus in phase 2 on distance education), research capacities and the professionalization of the internal organization (human resource management and automation). Projects 3 till 6 are faculty-wide projects and aim at contributing with the objective of upgrading the university from an essentially bachelor to Master orientated research and education university. The faculty-wide projects support 3 Master programmes, being (P3) a Master in Education and Research in Sustainable Development (MERSD), (P4/5) a Master in Sustainable Research in Natural Resources (SMNR) and (P6) a Master in Physiotherapy. The finalization of a number of PhDs will allow the academic staff to strengthen the lecturing staff slowly replacing the foreign lecturers.</p> |   |                         |  |
| <b>Overall Objective</b>   |   |                         |  |
| <p>To strengthen AdeKUS at an institutional level with emphasis on personnel, infrastructure and research culture; To strengthen AdeKUS at an academic level with three internationally-recognized MSc education and research programmes in the areas of sustainable development, sustainable management of natural resources, and physical therapy; To increase with stakeholders from the Surinamese society the quality level of education, research, and services in specific areas with the aim to improve the awareness and ultimately well-being of the people of Suriname</p>  |   |                         |  |
| <b>PROJECT 1</b>   |   |                         |  |
| <b>Title:</b>  | Institutional capacity building linked to administration, management and infrastructure |                         |  |
| <b>Sector:</b>   | Education policy and administrative management (11110)                                  |                         |  |
| <b>Partner (South)</b>   | Anton De Kom University   | <b>Partner (North)</b>  | Universiteit Hasselt                     |
| <b>Promoter (South)</b>  | Jane Smith  | <b>Promoter (North)</b> | Gerrit Janssens                          |
| <b>Specific Objective</b>  |   |                         |  |
| <p>An environment is created in which lecturers and researchers are familiar with a set of skills which allows for an academic attitude in education, in research, and in publishing. An environment is created in which technical and administrative staff acquire the right skills and motivation to support the university community through a smooth operation.; The ADEKUS organization performs in an efficient and effective way to the benefit of the university community</p>   |   |                         |  |
| <b>PROJECT 2</b>   |   |                         |  |
| <b>Title:</b>  | Institutional capacity building linked to research, education and services to society   |                         |  |
| <b>Sector:</b>   | Education policy and administrative management (11110)                                  |                         |  |
| <b>Partner (South)</b>   | Anton De Kom University   | <b>Partner (North)</b>  | Vrije Universiteit Brussel               |
| <b>Promoter (South)</b>  | Radjiskumar Mohan   | <b>Promoter (North)</b> | Arno Libotton                            |
| <b>Specific Objective</b>  |   |                         |  |
| <p>There is a substantial increase in qualified instructors, researchers, sustainable research programs &amp; publications at the university; Research support has been improved and increased research results are used by external beneficiaries</p>   |   |                         |  |
| <b>PROJECT 3</b>   |   |                         |  |
| <b>Title:</b>  | Master education and research programme on sustainable development                      |                         |  |
| <b>Sector:</b>   | Education policy and administrative management (11110)                                  |                         |  |
| <b>Partner (South)</b>   | Anton De Kom University   | <b>Partner (North)</b>  | Vrije Universiteit Brussel               |
| <b>Promoter (South)</b>  | Randy Van Zichem  | <b>Promoter (North)</b> | Tom Vanwing                              |
| <b>Specific Objective</b>  |   |                         |  |

|   |  |                         |                    |
|---|--|-------------------------|--------------------|
| Research capacity, research culture and academic output on Sustainable Development issues concerning Suriname and the region is enhanced at the Faculty of Social Sciences (FMIJW); The Master in Education and Research for Sustainable Development (MERSD) delivers social development professionals who contribute on sustainable development issues for Suriname and the region on the level of policy making, management, guidance and execution   |  |                         |                    |
| <b>PROJECT 4/5</b>  |  |                         |                    |
| <b>Title:</b>   | Master education and research programme on sustainable management of natural resources |                         |                    |
| <b>Sector:</b>  | Education policy and administrative management (11110)                                 |                         |                    |
| <b>Partner (South)</b>  | Anton De Kom University  | <b>Partner (North)</b>  | KU Leuven          |
| <b>Promoter (South)</b>   | Nurmohamed Riad  | <b>Promoter (North)</b> | Patrick Willems    |
| <b>Specific Objective</b>   |  |                         |                    |
| To conduct a high quality Master of science programme on sustainable management of natural resources (SMNR) at the Faculty of Technology of AdeKUS with adequate scientific infrastructure, research, and teaching capacity, in the field of agriculture, biodiversity, forestry, land and water management, mineral resources, natural products and renewable energy; To improve knowledge and skills in the field of sustainable development and management of natural resources (SMNR) at the Faculty of Technology of AdeKUS, and increase interdisciplinary capacities and awareness of society on principles of SMNR. |  |                         |                    |
| <b>PROJECT 6</b>  |  |                         |                    |
| <b>Title:</b>   | Education and research programme on physical therapy                                   |                         |                    |
| <b>Sector:</b>  | Education policy and administrative management (11110)                                 |                         |                    |
| <b>Partner (South)</b>  | Anton De Kom University  | <b>Partner (North)</b>  | KU Leuven          |
| <b>Promoter (South)</b>   | Jessica de Vries   | <b>Promoter (North)</b> | Yves Vanlandewijck |
| <b>Specific Objective</b>   |  |                         |                    |
| A Bachelor-Master of Science programme in Physiotherapy according to international standards is integrated in the Faculty of Medical Sciences; The multifunctional and multidisciplinary training and research centre is operational for research, practical training, community needs and services.  |  |                         |                    |

The IUC programme and projects receive support from a Programme Support Unit, technically seen as a project structure but in fact part of the overall programme management structure:

|  |                              |                         |                 |
|--|------------------------------|-------------------------|-----------------|
| <b>PROJECT 7</b>   |                              |                         |                 |
| <b>Title:</b>  | Programme Support Unit (PSU) |                         |                 |
| <b>Sector:</b>   | Administrative management    |                         |                 |
| <b>Partner (South)</b>   | Anton De Kom University      | <b>Partner (North)</b>  | KU Leuven       |
| <b>Promoter (South)</b>  | Henry Ori                    | <b>Promoter (North)</b> | Wim van Petegem |
| <b>Programme Manager</b>   | Ranoe Mangal-Jhari           | <b>ICOS</b>             | Elise Konings   |
| <b>Specific Objective</b>  |                              |                         |                 |
| The Programme Support Unit gives full support to the five projects of the Partner Programme. Its main focus is on a smooth progress and execution of the PP, as well as supporting the AdeKUS in attracting more projects and funds. |                              |                         |                 |
| The Programme Support Unit is responsible for the correct and timely implementation of all five projects of the IUC Partner Programme, together with the project leaders and their teams.  |                              |                         |                 |

## 2.4. General state of implementation

The overall goal of this partner programme was to support AdeKUS in its transition from a (BSc.-) training institute to a research based university offering permanent MSc.-programmes in different domains. After a Pre-Partner Programme preparation period in 2007, the first phase of the Partner Programme started in 2008 for 5 years. As from the beginning of the Programme, institutional capacity and management support by this Programme has been stated as a must for AdeKUS. Two projects (P1 and P2) were designed

with a focus on institutional strengthening of educational quality, research capacities and the professionalization of the internal organization. Projects 3 till 6 focused on the upgrading of the study programmes at AdeKUS and staff upgrading in specialized areas.

In the period of October 2011 until December 2011 some changes took place in the management of the Partner Programme I. The former coordinators resigned and their places were filled in by Prof. Wim van Petegem (KU Leuven) and Dr. Henry Ori (AdeKUS). Later, also some other changes occurred. Local Project leader 4, Dr. Riad Nurmohamed send his resignation per 1 October 2012, because of being fully engaged as Programme Coordinator of the SMNR study programme. A call for a candidate suitable for the job as project leader was published, but no candidate was selected. Dr. Riad Nurmohamed decided after consultation with the coordinators to withdraw his resignation and continue as local project leader for project 4/5. At the Flemish side for project 4/5, Prof. Patrick Willems has been selected as new project leader.

In 2012 a Mid-term evaluation of the first phase of the IUC was organised. The evaluation report (incl. the various recommendations) can be found on the [VLIR-UOS website](#). Based on the recommendations of the mid-term evaluation, a Partner Programme for the second phase was elaborated and approved. In the PP document the way the recommendations of the mid-term evaluation have been addressed is explained. The second phase of the IUC programme with AdeKUS started on 1 April 2013 and runs until 31 December 2017.

The structure of the IUC programme changed in the second phase as compared to the first phase. Based on the recommendations of an overall IUC intervention type evaluation (IUC review) the IUCs maximal budgets were reduced from the yearly budget of 750.000 EUR to 570.000EUR. In the case of AdeKUS IUC this also matched with the fact that considering the scope of the university and the programme this would be sufficient to realize the Phase II objectives. Furthermore a fusion of project 4 and 5 of the first phase (hence P4/5) took place. There was also a shift in coordination and leadership of some projects. These transfers were smooth and didn't pose any major problem.

The VLIR-UOS AdeKUS-IUC programme is being experienced as an example of good project management at the university. Although having a slow start at the beginning of PPI, a lot has been realized. The Local Coordinator, Dr. H. Ori in his previous function as a member of the Board of the university, informed the Board frequently about the progress of the Partner Programme. The preparation for PP2 went much better with more and better participation from the actors from faculties. Still a lot has to be done to gain more trust, ownership, dialogue and communication within the AdeKUS community. The Partner Programme has slowly been integrated in the structure of AdeKUS and is being considered as a programme with a lot of opportunities for AdeKUS.

A few of the outcomes so far include the training of several staff as PhD, the establishment of 3 MSc. programs and the institutional support for in library and ICT and capacity building. More capacity and better visibility means higher chance for the university to serve its purpose in the three goals of teaching, research, and community service.

The impact of the recent economic crisis has a direct effect on the AdeKUS budget and indirectly on the Partnership Programme. The monthly subsidy of the Government to AdeKUS has been reduced and is not received on time, which has influence on the operational costs of AdeKUS (budget deficits). The AdeKUS Board took some decisions regarding downsizing operational costs, working efficiently and lowering costs. Some of these decisions had also impact on the daily operation of the Partner Programme (such as the use of the VLIR-UOS car, payment of yearly subscription fees for the University Library and yearly license fee for some software (e.g SPSS which has a large users group within AdeKUS).

So, due to these severe budget cuts and budget deficits, AdeKUS is currently still not able to take over all the structural cost of the Partner Programme. Both coordinators have discussed this matter during several occasions with the Board, and it has been promised that the activities and achieved results will be continued in a sustainable manner after the Partner Programme ends in 2018.

## 2.5. Evaluability assessment

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

| A. Theoretical Evaluability  | OK | +/- | NO | Comments (if any) |
|--|----|-----|----|-------------------|
| 1. All (expected) documents are available  | x  |     |    |                   |
| 2. The rationale of the intervention and the problem situation of the beneficiaries are clearly described (in proposal or PP)                      | x  |     |    |                   |
| 3. The link between the problem analysis and the intervention objectives/intermediary results is clear   | x  |     |    |                   |
| 4. The role of the main actors involved and of the target group is clearly described   | x  |     |    |                   |
| 5. There is a clear and correct distinction between outputs (intermediate results), outcomes (specific objectives) and impact (general objectives) | x  |     |    |                   |
| 6. The intervention logic from inputs to outcomes and the ultimate impact is clearly elaborated and logic  | x  |     |    |                   |



|  |           |            |           |   |
|--|-----------|------------|-----------|---|
| 7. Information about the risks (assumptions) is available and their possible impact on the intervention logic and intervention performance are identified  |           | x          |           | The risk assessment approach was different at the upstart of the intervention. The focus was rather on follow-up of assumptions but less systematic                                 |
| 8. Risks (assumptions) have been monitored, managed and reported on  |           | x          |           | Not so much is done with certain risks, related to the comment in n.7   |
| 9. Any changes in the underlying intervention logic are clearly explained in the Annual Progress Reports. Any changes were adequately incorporated into the logical framework                    |           | x          |           | Annual Activity Reports were the term. Focus in these programmes was still more on activity reporting than result reporting, except for the follow-up of a number of KRA-indicators |
| 10. (The expected) information is available with regard to progress in achieving results (including measured indicators + KRA's/standard indicators), adequately reflecting the Theory of Change |           | x          |           | There were some comments during the mid-term evaluation on the quality of indicators. This was hopefully addressed during Phase II.   |
| 11. Do indicators sufficiently allow to demonstrate the achievement of the specific objective(s)? Indicators are different from IR level?  |           | x          |           | See above   |
| 12. Do indicators sufficiently allow to demonstrate the achievement of the intermediate results, sufficiently covering them?   | x         |            |           |   |
| 13. When relevant, data is disaggregated by sex or other relevant characteristics  |           |            | x         | This was not mandatory, nor requested during the course of the programme  |
| <b>B. Practical evaluability</b>   | <b>OK</b> | <b>+/-</b> | <b>NO</b> | <b>Comments (if any)</b>  |
| 14. Stakeholders were informed about the evaluation  | x         |            |           |   |
| 15. The expectations of stakeholders (process and results) are compatible and realistic  |           |            |           | To be complemented after discussing with the stakeholders   |
| 16. The specific evaluation questions of the stakeholders were included in the ToR   |           |            |           | To be complemented after informing the stakeholders   |
| 17. The relationships between the key actors of the intervention are "healthy"   | x         |            |           |   |
| 18. There is a positive attitude towards the evaluation and there are no indications of any expected negative reaction   | x         |            |           |   |
| 19. There are no safety issues or other obstacles to conducting the evaluation (weather, poor infrastructure, unreliable flights ...)  | x         |            |           |   |
| 20. The timing of the evaluation is strategically planned (does not coincide with, for example: elections, the absence of key players, holidays)   | x         |            |           |   |

### 3. Purpose and objectives of the evaluation

#### 3.1. Purposes of the evaluation

The final evaluation has 3 different standard purposes:

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

## 3.2 Evaluation objectives

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

- A. The performance of the IUC needs to be evaluated on the basis of the OECD-DAC criteria for development evaluation (+ one additional criterion): **scientific quality, relevance, efficiency, effectiveness, impact, and sustainability**. A particular focus needs to be given to **sustainability** and **effectiveness** (progress towards the achievement of the specific objectives). Cf. evaluation criteria below.
- B. The follow-up plan of the programme for the post-IUC period (cf. self-assessments) is also evaluated. The follow-up plan needs to further guarantee sustainability at institutional level (and research groups), and the impact of the university on development processes in the surrounding community, province and eventually in the country

Next to these standard objectives, this final evaluation also has the following, specific, evaluation questions:

- C. Over the years of the IUC programme there have been quite some discussions on the embedding of the Master programmes supported by the IUC projects and their link with the institutional policy. Are those MSc.-programmes now sustainably embedded in the university?
- D. Assess the positioning AdeKUS and Suriname in the higher education market to attract Caribbean students? Was this achieved? Being the sole university in Suriname, what about inter-institutional cooperation in South America or more specifically within the Caribbean region? Did prospects for strengthening of South-South HE cooperation evolve on this matter?

## 4. Evaluation criteria

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

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

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

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

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

## 4.1. Programme level

| <b>Criterion</b>     | <b>Descriptors</b>  |
|----------------------|---|
| <b>1. Relevance</b>  | <p><i>“The extent to which the objectives of a programme are consistent with beneficiaries’ requirements, country needs, global priorities and partners’ and donors’ policies.”</i></p> <p>The extent to which the programme is addressing immediate and significant problems and needs of the concerned partners (institutional) as well as regional and national policy makers, with reference to the MDGs, PRSP and other multilateral policy documents. <b>Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D.</b></p>   |
| <b>2. Efficiency</b> | <p><i>“A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.”</i></p> <ul style="list-style-type: none"> <li>• Sufficient “economy” considerations by the programme</li> <li>• The use and application of the means earmarked for collaboration.</li> <li>• The <b>management</b> of the programme both in Flanders and locally: <ul style="list-style-type: none"> <li>○ results-orientation of management</li> <li>○ cooperation between all parties involved (between projects and programme level, between projects, within projects, between programme and local university)</li> <li>○ quality of communication between all parties involved (between projects and programme level, between projects, within projects, between programme and local university)</li> <li>○ External communication</li> </ul> </li> </ul> |

|                          |   |
|--------------------------|---|
| <b>3. Effectiveness</b>  | <p><i>"The extent to which the programme's objectives are expected to be achieved, taking into account their relative importance."</i></p> <ul style="list-style-type: none"> <li>• Overall effectiveness of the programme, taking into account the attainment of specific objectives at project level</li> <li>• changes in awareness, knowledge, skills at institutional level</li> <li>• changes in organisational capacity (skills, structures, resources)</li> </ul>   |
| <b>4. Impact</b>         | <p><i>"Potential positive and negative, primary and secondary long-term effects produced by the programme, directly or indirectly, intended or unintended."</i></p> <p>Not just actual but also (given time limitations) potential impact.</p> <ul style="list-style-type: none"> <li>• Added value of the IUC programme for the institutional performance of the university</li> <li>• Policy changes at institutional level? Changes in behaviour at institutional level?</li> <li>• Added value of the IUC programme for the role of the university as a development actor</li> <li>• the extent to which the collaboration has sparked other departments to initiate interuniversity collaboration, joint capacity building, fund raising etc.</li> <li>• the extent to which the collaboration has led to joint developmental activities or similar collaborative models at the regional level</li> <li>• the extent to which the collaboration has raised interest of policy makers and academics, and how the partner university is called upon or is pro-actively developing collaboration models that could be fed into policy advice</li> </ul> |
| <b>5. Sustainability</b> | <p><i>"The continuation of benefits after the programme have been completed."</i></p> <p>Financial, institutional and academic sustainability:</p> <ul style="list-style-type: none"> <li>• co-funding by the partner university (matching funds)</li> <li>• incorporation of costs into the budget of the partner university</li> <li>• the partner university sets aside funds for operations and maintenance of physical infrastructure</li> <li>• Ability to attract external funds</li> <li>• Ability for full financing or co-financing events, workshops, congresses, mobility, grants, investments, infrastructure</li> <li>• Strengths and weaknesses of the institution in terms of institutionalising the collaboration</li> <li>• Intensification and/or formalisation of interuniversity consultations (North-South and South-South)</li> <li>• Ability to produce joint proposals (fund raising, research)</li> <li>• Collaboration and exchanges outside of VLIR-UOS-programme</li> <li>• Curbing brain drain into sustainable brain circulation, installing incentives, "pull factors" against "push factors"</li> </ul>                  |

## 4.2. Project level

| <b>Criterion</b> | <b>Descriptors</b> |
|------------------|--------------------|
|------------------|--------------------|

|                              |  |
|------------------------------|--|
| <b>1. Scientific quality</b> | <p><i>“The extent to which a project has a ground-breaking nature and ambition (excellence).”</i></p> <ul style="list-style-type: none"> <li>▪ quality of <b>research</b> : the extent to which research - sufficiently involving stakeholders - is cutting edge; Extent to which the results have been incorporated in local or international refereed journals</li> <li>▪ quality of <b>education</b> : the extent to which new education practices – developed while sufficiently involving stakeholders - are cutting edge; Extent to which alumni easily get a job which fits their education profile; the number of fellowships acquired from foundations</li> </ul> |
| <b>2. Relevance</b>          | <p><i>“The extent to which the objectives of a project are consistent with beneficiaries’ requirements, country needs, global priorities and partners’ and donors’ policies.”</i></p> <p>The extent to which the project addresses immediate and significant problems of the community, looking at the amount of self-finance, demand from state and private actors, the level of transfer of know-how and technology. Synergy and complementarity with other (Belgian) actors. <b>Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D.</b></p>                          |
| <b>3. Efficiency</b>         | <p><i>“A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.”</i></p> <ul style="list-style-type: none"> <li>• The extent to which intermediate results (outputs) have been delivered</li> <li>• The relationship between the intermediate results and the means used to reach the intermediate results.</li> <li>• The relationship between the objectives and the means used to reach the objectives.</li> <li>• Efficiency of project management (e.g. the extent of flexibility during implementation)</li> </ul>  |
| <b>4. Effectiveness</b>      | <p><i>“The extent to which the programme’s objectives are expected to be achieved, taking into account their relative importance.”</i></p> <ul style="list-style-type: none"> <li>• the degree to which the specific objectives have been achieved</li> <li>• the “use of outputs”</li> <li>• changes in behaviour</li> <li>• the extent to which the university/faculty/department has created the conditions for impact (e.g. by facilitating uptake)</li> </ul>   |

|                          |  |
|--------------------------|--|
| <b>5. Impact</b>         | <p><i>"Potential positive and negative, primary and secondary long-term effects produced by the project, directly or indirectly, intended or unintended."</i></p> <p>Not just actual but also (given time limitations) potential impact:</p> <ul style="list-style-type: none"> <li>• Upscaling of new knowledge/applications/services by communities/governments/organisations</li> <li>• Impact on internal performance of involved academics/departments <ul style="list-style-type: none"> <li>▪ renewed curriculum functions as example for other universities/departments</li> <li>▪ the new style of teaching has become a model for teaching (e.g. the systematic use of teaching in combination with laboratory work)</li> <li>▪ the library has experienced a clear increase in number of visitors</li> </ul> </li> <li>• impact at the level of the private sector : the amount of money earned on the market</li> <li>• the extent to which academics, involved in the project, are called upon by the government for policy advice</li> </ul> |
| <b>6. Sustainability</b> | <p><i>"The continuation of benefits after the programme have been completed."</i></p> <p>Especially financial and institutional sustainability:</p> <ul style="list-style-type: none"> <li>• Measures for staff retention of trained staff</li> <li>• (potential) synergy and complementarity with other actors (e.g. in extension), local and Belgian actors in particular</li> <li>• do the Flemish universities (and university colleges) commit their own university funds to the programme, for instance by giving fellowships or by allowing academics to go to the field ?</li> <li>• personal commitment of academia?</li> <li>• availability funds for operations and maintenance of physical infrastructure</li> <li>• are there joint research projects which are interesting both to the Northern and Southern academics involved ?</li> <li>• do the partner universities also commit their own funds to the programme (matching funds)?</li> </ul>   |

## 5. Methodology and data collection

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

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

### 5.1. Information sources

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

### **The Logical Framework**

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

### **Self-assessment reports**

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

The objectives of the self-assessment are manifold :

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

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

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

## **5.2. Data collection**

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

### **5.2.1. Focused interviews with all stakeholders**

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

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

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

### **5.2.2. Visits**

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

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

## **6. Actors involved**

### **6.1. General**

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

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

### **6.2. The evaluation team**

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

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

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

- International development expertise: knowledge of and experience with processes of development cooperation, capacity building and methodological issues in general and in higher education in particular;
- A solid experience with and expertise in evaluation



- Country expertise: knowledge of and experience in the local context and the higher education and research system.

The following attribute is considered an advantage:

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

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

### **6.3. The Northern stakeholders involved in the ongoing IUC co- operation programmes**

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

### **6.4. The Southern stakeholders involved in the ongoing IUC co- operation programmes**

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

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

### **6.5. The VLIR-UOS-secretariat**

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

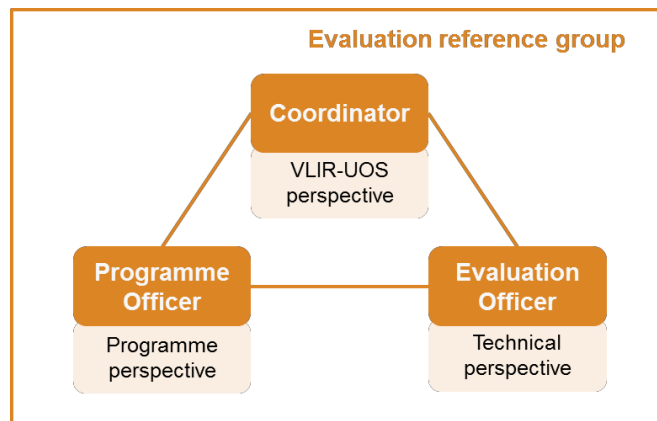
## 6.6. DGD

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

# 7. Organisation of the evaluation

## 7.1. Management of the evaluation

1. Every evaluation is managed as a project, including a governance structure that is set-up for a given evaluation. This structure – the **evaluation reference group** – has three roles<sup>5</sup>, representing three different perspectives. These roles are assumed by the coordinator, a programme officer and the evaluation officer. Their task is to facilitate the evaluation process. The reference group can be expanded at any time in order to ensure one or more of the three perspectives. The evaluation team will be closely assisted by the programme officer of the respective IUC programme within VLIR- UOS (cfr. M&E Policy and VLIR-UOS Evaluation guidelines). The reference group reports to the executive board of VLIR-UOS called Bureau UOS (BUOS) which makes the final decisions (ap- proval report, management response).



2. The evaluation team will be composed by 2 evaluation experts. The evaluation team will receive from VLIR-UOS, apart from basic information on the IUC Programme, a set of documents relating to the respective IUC partnership for the desk study.
3. The Northern and Southern stakeholders of each of the ongoing IUC cooperation programmes will receive the formats for the self-assessment reports on 19 October 2017. The reports will have to be submitted to VLIR-UOS-secretariat at the latest before 12 January 2018.
4. The partner universities will be invited to draft the programme of the evaluation missions, in consultation with – and taking into account the possible requests formulated

by - the evaluation team.

5. The evaluation team (or one of the experts) will conduct interviews in Flanders. The methodology of the evaluation will be refined in consultation with the VLIR-UOS-secretariat
6. The evaluation team will submit an inception report **two weeks** before the field mission.
7. The field mission will be organized in consultation with the main stakeholders between mid-February and 3 March 2018.
8. At the very end of the mission, the evaluation team will discuss its preliminary conclusions and recommendations at length with the Southern and any present Northern stakeholders.
9. The evaluation team members will submit a draft report **after their return from the mission**. A debriefing will be organized during which the highlights of the evaluation are presented. The draft report will be submitted, for comments, via VLIR-UOS, to the resp. Flemish and local coordinator. It will be up to the two coordinators to coordinate the reactions to this draft report. The evaluation team will decide, given its autonomy, whether or not to take into account the comments received (if major comments are not integrated, this needs to be explained). The final evaluation report is expected **8 weeks** after the field phase

## 7.2. Planning of the evaluation

| Action   | Actor  | Timing   |
|--|--|--|
| Mailing of the formats for the self-assessment reports to the stakeholders       | VLIR-UOS secretariat   | At least 16 weeks before field mission                     |
| Process for hiring evaluation team (framework contract or tendering)             | VLIR-UOS   | At least 11 weeks before field mission                     |
| Attributing evaluation assignment to evaluation team                             | VLIR-UOS   | At least 8 weeks before field mission                      |
| Contracting  | VLIR-UOS and international consultant  | At least 6 weeks before field mission                      |
| Receiving the self-assessment reports to VLIR-UOS-secretariat                    | VLIR-UOS (sends to evaluation team)  | At least 2 weeks before the mission                        |
| Final timing of evaluation missions to be planned with appointed experts         | VLIR-UOS secretariat   | Between contract and field mission                         |
| Inception phase (desk study, interviews Belgium, preparing field mission, etc.)  | <ul style="list-style-type: none"> <li>Evaluation team</li> <li>the Northern stakeholders</li> <li>VLIR-UOS</li> <li>DGD</li> </ul>  | Between contract and field mission                         |
| Inception report   | <ul style="list-style-type: none"> <li>The evaluation team</li> <li>VLIR-UOS validates</li> </ul>  | Two week before the field mission                          |
| Evaluation missions  | <ul style="list-style-type: none"> <li>evaluation team</li> <li>the Southern stakeholders</li> </ul>   | Indicatively 1 week between mid-February and 3 March 2018. |
| Submission of the draft evaluation reports to the Flemish and local coordinators | Evaluation team, via VLIR-UOS secretariat  | ASAP (e.g. 3 weeks after mission)                          |
| Debriefing + comments on the draft evaluation report                             | <ul style="list-style-type: none"> <li>the Northern stakeholders, coordinated by the Flemish coordinator</li> <li>the Southern stakeholders, coordinated by the local coordinator</li> <li>VLIR-UOS</li> </ul> | ASAP (e.g. 6 weeks after mission)                          |
| Final evaluation report  | <ul style="list-style-type: none"> <li>The evaluation team</li> <li>VLIR-UOS validates</li> </ul>  | Within 8 weeks after the end of the mission                |

## 7.3. Deliverables, quality assurance & use of the evaluation

### 7.3.1. Deliverables

- The evaluation team will deliver an inception report before the start of the field mission (at the end of the inception phase). The evaluation team provides VLIR-UOS with a concise, simple inception report including:
  - the approach towards the evaluation

- methods for data collection + detailed mission planning
- Activities already undertaken
- evaluation grid or questionnaires developed
- any change requests to the ToR

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

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

### **7.3.2. Quality Assurance**

VLIR-UOS will do everything to assure an independent, transparent, and impartial evaluation process. If there would be any element that could jeopardize the quality (or integrity) of the evaluation or the principles of independence, transparency or impartiality, the evaluation team must bring this to the attention of the reference group during the evaluation process in order to be able to pro-actively remedy it and limit its impact on the evaluation's quality. Critical elements that negatively affect the quality of the

evaluation need to be mentioned in the report. If an issue cannot be resolved through the reference group, the problem will be escalated to the Bureau UOS level. It is also the responsibility of the evaluation team to assure quality during all steps of the evaluation.

### **7.3.3. Use of the evaluation**

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

## **8. Budget**

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

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

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

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

\* \* \*

## Annex 2: Mission programme and persons consulted

| Date  | Activity   | Persons, function & project  |
|---|--|--|
| 22/01/2018  | Briefing VLIR-UOS  | <ul style="list-style-type: none"> <li>– Wannes Verbeeck – Programme Officer South, Suriname VLIR-UOS</li> <li>– Peter De Lanoy – Programme Coordinator VLIR-UOS</li> <li>– Koen De Koster - Programme Officer South VLIR-UOS</li> </ul>   |
|   | Interviews with Flemish Project Leaders and the Flemish Program coordinators | <ul style="list-style-type: none"> <li>– Arno Libotton - Flemish Project Leader P2 - VUB</li> <li>– Wim Van Petegem, - Flemish Programme Coordinator - KU Leuven</li> <li>– Yves Vanlandewijck - Flemish Project Leader P6 - KU Leuven</li> <li>– Patrick Willems - Flemish Project Leader P4/5 - KU Leuven</li> </ul> |
| 26/01/2018  | Interviews with Flemish Project Leaders and PSU                              | <ul style="list-style-type: none"> <li>– Gerrit Janssens - Flemish Project Leader P1 – UHasselt</li> <li>– Elise Konings - PSU - ICOS KU Leuven</li> </ul>   |
| <b>FIELD VISIT SURINAME (26/02/2018 – 07/03/2018)</b> |  |  |
| 26/02/2018  | Interview  | – Mr. H. Ori – Programme Coordinator South   |
|   | Interview  | <ul style="list-style-type: none"> <li>– Prof. Dr. Jack Menke - President of the Board of ADEKUS University</li> <li>– Mrs. R. Woody- Sobhie, PhD. Member of the Board of University</li> </ul>  |
|   | Interview  | – Mrs. R.Mangal-Jhari, MSc.,MBA Local Programme Manager PSU  |
|   | Interview  | – Prof. dr. T. Vanwing – Flemish Project Leader P3 - VUB   |
| 27/02/2018  | Interview  | – Drs. J.Smith – Director University Library/Projectleader South P1  |
|   | Interview  | <ul style="list-style-type: none"> <li>– Mr. W. Soetosenojo – Chief Network Administrator UCIT P1</li> <li>– Mr. J. Teixeira –Head of department UCIT P1/Board member University Bureau</li> </ul>   |
|   | Interview  | – Mr. C. Tjtrodipo – System Administrator/AVML trainee P1  |
|   | Interview  | – Ms. A. Telgt – Moodle Administrator/AVML trainee P1  |
|   | Observation  | Visit of the University Library  |
| 28/02/2018  | Interview  | – Prof. dr. R.Mohan – Projectleader South P2   |
|   | Interview  | – Ms. R. Sobhie – PhD graduate P2  |
|   | Interview  | <ul style="list-style-type: none"> <li>– Drs L. Monsels – Decaan Faculteit Maatschappij Wetenschappen (P3)</li> <li>– Mrs. C.Dijksteel, MPH. - Directeur FMijW</li> <li>– Drs. A.Alahramsing – Lachman - Secretaris FMijW</li> </ul>   |
|   | Interview  | <ul style="list-style-type: none"> <li>– Mr. Raghoebarsing – Lecturer FMijW (P3)</li> <li>– Drs. H.Gezius – Lecturer MERSD (P3)</li> </ul>   |
|   | Interview  | – Mr. J. Schalkwijk – Promovendus P3   |

| Date     | Activity                              | Persons, function & project   |
|----------|---------------------------------------|---|
|          | Interview                             | – Ms. G. Yorks – Promovendus P3   |
|          | Interview                             | – Ms. W. Malgie – Promovendus P3  |
|          | Interview                             | – Mr. S. Baldew – PhD graduate P6   |
|          | Interview                             | – Ms. S. Mahabali – PhD graduate P4/5   |
|          | Focus Group with Students MERSD (P3)  | <ul style="list-style-type: none"> <li>– Mr. A. Chitani – Cohort 8</li> <li>– Ms. L. Panhuyzen – Cohort 8</li> <li>– Mr. R. Kowlesar – Cohort 7</li> <li>– Ms. M. Sewnath – Cohort 8</li> <li>– Ms. S. Mitro – Cohort 8</li> <li>– Ms. A. Grant – Cohort 7</li> <li>– Ms. A. Kerto – Cohort 7</li> <li>– Mr. J. Dewnarain – Cohort 7</li> </ul>   |
|          | Focus Group with Alumni MERSD (P3)    | <ul style="list-style-type: none"> <li>– O. Tjikoeri – Alumni Cohort 6 – Master degree on Febr. 2018</li> <li>– U. Bikhari – Alumni Cohort 6 - Master degree on Febr. 2018</li> <li>– R. Tholen – Alumni Cohort 5 - Master degree on Febr. 2017</li> <li>– U. De Getrouwe – Alumni Cohort 2 - Master degree on Febr. 2018</li> <li>– D.Mohan – Alumni Cohort 4 - Master degree on August 2016</li> <li>– R.Ilahi – Alumni Cohort 6 - Master degree on August 2017</li> <li>– R.Soekhlui – Alumni Cohort 5 - Master degree on Dec. 2017</li> </ul> |
| 01/03/18 | Interview                             | – Mr. R. Nurmohamed – Projectleader South P4/5  |
|          | Interview                             | <ul style="list-style-type: none"> <li>– Mr R Nannan – Decaan FTeW</li> <li>– Mw. L Joyette – Secretris FTeW</li> </ul>   |
|          | Interview                             | – Ms. H. Kuisch – Promovendus P4/5  |
|          | Interview                             | – Ms. K. Fung Loy – Promovendus P4/5  |
|          | Interview                             | – Mr. A. Kalpoe – Promovendus P4/5  |
|          | Focus Group with students SMNR (P4/5) | <ul style="list-style-type: none"> <li>– Ms. R. Abendanon – enrolled 2017/2018</li> <li>– Mr. R. Boedhoe - enrolled 2017/2018</li> <li>– Mr. J. Li – enrolled 2016/2017</li> <li>– Mr. D. Ramautar – enrolled 2016/2017</li> <li>– Mr. S. Ramdin – enrolled 2016/2017</li> <li>– Mr. R. Nelom – enrolled 2017/2018</li> <li>– Ms. V. Boejharat – enrolled 2017/2018</li> <li>– Mr. S. Renfurm – enrolled 2017/2018</li> <li>– Mr. S. Sewlal – enrolled 216-2017</li> </ul>  |
|          | Focus Group Alumni SMNR (P4/5)        | <ul style="list-style-type: none"> <li>– Ms.Amrita Raghoebarsing;</li> <li>– Ms. Shelley Soetosenojo;</li> <li>– Mr. Punwasi Previen</li> <li>– Ms. Kimberly Fung Loy</li> </ul>  |
|          | Lab visit (P4/5)                      | – Laboratory Infrastructure (FTW) led by Ms. H. Kuisch  |
|          | Lab visit (P4/5)                      | – Energy and Information Laboratory (FTW) led by Mr. A. Kalpoe  |
|          |                                       |   |
| 02/03/18 | Interview                             | – Mr. T. Chang – Former Project leader South P6 (retired)   |
|          | Interview (Skype)                     | – Mr. R. Van Zichem –Former Project Leader South P3 (retired)   |



| Date     | Activity                   | Persons, function & project  |
|----------|----------------------------|--|
| 05/02/18 | Interview                  | – Ms. J. de Vries – Project Leader South P6  |
|          | Interview                  | – Dr. R. Bippat – Decaan FMeW (P6)<br>– Mrs. A. Kent – Secrataris FMeW (P6)  |
|          | Interview                  | – Prof M. Adhin – Team member P2   |
|          | Focus Group Team 6         | – Ms. C. Valpoort-Jakaoemo<br>– Ms. R. Mohan-Basantram<br>– Ms. D. Lieuw<br>– Ms. Z. Bersaoui<br>– Ms. N. Ho-A-Tam<br>– Mr. N. Stroyf<br>– Ms. A. Lo Fo Sang<br>– Ms. S. Bihari<br>– Ms. M. Adhin  |
|          | Interview                  | – Mr. J. Toelsie – Former projectleader P4/Formal dean P6  |
|          | Interview                  | – Ms. N. Ho-A-Tham – Promovendus P6  |
|          | Interview                  | – Ms. A. Jarbandhan – Promovendus P6   |
|          | Focus Group students P6    | – Ms. G. Oldenstam – 2 <sup>nd</sup> year Bachelor<br>– Mr. Z. Marjanom – 2 <sup>nd</sup> year Bachelor<br>– Ms. Z. Khoenkhoen – 3 <sup>rd</sup> year Bachelor<br>– Ms. A. Aserie – 3 <sup>rd</sup> year Bachelor<br>– Ms. S. Crawford – 1 <sup>st</sup> year Bachelor<br>– Ms. R. Chin A Fat – 2 <sup>nd</sup> year Master<br>– Ms. I. Blaaker – 3 <sup>rd</sup> year Bachelor                              |
|          | Interview alumni P6        | – Ms. C. Ranoesetiko – graduated 2017<br>– Ms. D. Proeger – graduated 2018   |
| 06/02/18 | Visit Labs                 | – Training- and research center and movement laboratory ( <i>bewegingslab</i> ) led by Mr. C. Sosemito<br>– MWI Lab – prof M. Adhin  |
|          | Interview                  | – Ms M. Achthoven – HR Manager (since October 2017) (P1)   |
|          | Interview                  | – Ms. W. Matawlie – Lecturer FMijW/Participant Academic Writing Course<br>– Ms. L. Ori – Lecturer FTW/Participant Academic Writing Course  |
|          | Validatie Meeting Suriname | – Drs L. Monsels – Dean FMijW (P3)<br>– Mr. R. Nannan – Dean FTeW (P4/5)<br>– Prof. dr. R.Mohan - Projectleader South P2<br>– Ms. J. De Vries - Projectleader South P6<br><br>– R.Mangal-Jhari, MSc., MBA Programme Manager<br>– Prof. dr. T. Vanwing - Flemish Project Leader P3 - VUB<br>– Mr. H. Ori - Programme Coordinator South<br>– Drs. J.Smith - Director University Library/Projectleader South P1 |

| Date       | Activity                      | Persons, function & project   |
|------------|-------------------------------|---|
| 21/03/2018 | Validation Meeting<br>Belgium | <ul style="list-style-type: none"> <li>– Wim Van Petegem, - Flemish Programme Coordinator - KU Leuven</li> <li>– Patrick Willems - Flemish Project Leader P4/5 - KU Leuven</li> <li>– Elise Konings - PSU - ICOS KU Leuven</li> <li>– Wannes Verbeeck – Programme Officer South, Suriname VLIR-UOS</li> <li>– Peter De Lanoy – Programme Coordinator VLIR-UOS</li> <li>– Koen De Koster - Programme Officer South VLIR-UOS</li> </ul> |

## ABOUT VLIR-UOS

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

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

VLIR-UOS is part of the Flemish Interuniversity Council and receives funding from the Belgian Development Cooperation.

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

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