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Final Report

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ANNEX II TO FINAL REPORT

EVALUATION OF NPT AND NICHE

RAMBØLL

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EVALUATION OF NPT AND NICHE

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CONTENTS

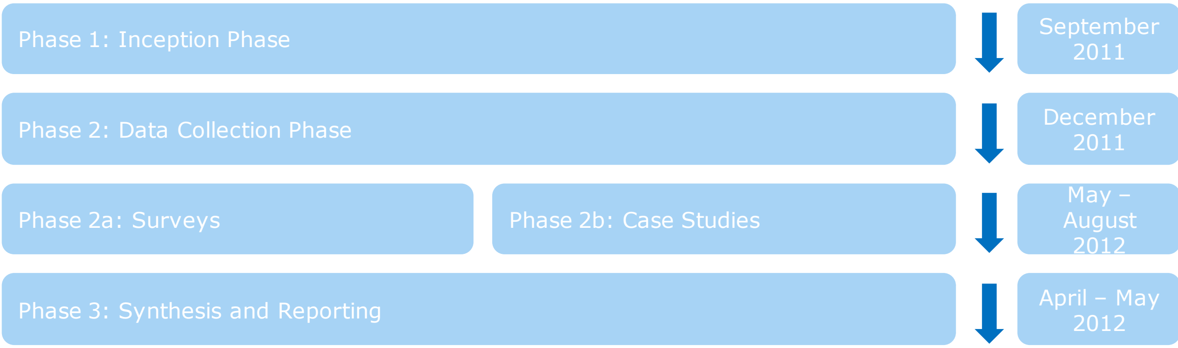
1. METHODOLOGICAL APPROACH

The following chapter details the methodological approach of this evaluation. It will be illustrated which methodological steps were taken and which research instruments were employed in the evaluation. This will clarify on which sources the conclusions are based and how the conclusions were reached. In the beginning an overview of the applied methodological approach will be given. Then, the methodology applied to measure the effectiveness, impact and efficiency of NPT and NICHE is explained in-depth, as these were the foci of this evaluation. Finally, the implementation of the surveys and the case studies is described in greater detail.

1.1 Overview over the Applied Methodological Approach

The evaluation consisted of three research phases:

Figure 1: Phases of the Evaluation



Source: Rambøll Management Consulting 2012

1.1.1 Inception Phase

At the beginning of the evaluation, a **constitutive coordination meeting** between the Ministry of Foreign Affairs and Rambøll Management Consulting was held on 5th October 2011 in order to discuss the details of the assignment and to adjust the organisation and detailed planning of the evaluation.

The starting point of the inception phase was **desk research** which included the analysis of relevant programme documents, financial documents and academic and "grey" literature. Thus, the desk research had multiple objectives: on the one hand it delivered a first description of the content and objectives of the NPT and NICHE programmes. On the other hand it placed them into a wider analytical context by conducting an academic review and an international review. Hence the desk research consisted of four parts. A complete overview of the analysed documents can be found in annex 1.

In the first part of the desk research, all relevant **programme documents** were analysed to gain a deeper understanding of the concepts, objectives, organisation and procedures of NPT and NICHE. Furthermore, the programmes were situated into the wider policy context by analysing documents on foreign/development aid policies of the Netherlands. The second part of the desk research analysed the **financial documents** of NPT and NICHE to assess the budgetary management of the programmes. The methodology for the efficiency analysis was developed on this basis (see annex 2).

The third part consisted of the **academic review** in which academic and "grey" literature on international cooperation in post-secondary education and training was reviewed. In addition to this, academic literature and "grey" literature in the field of capacity development was analysed. The review served as a basis for developing the methodological approach for this evaluation (see chapter 3.1).

Finally, an **international comparison** of nine international education development programmes was conducted. The objective of the international comparison was to compare the policies of the

Netherlands on international cooperation in post-secondary education with similar policies pursued by other players. A summary of the international comparison can be found in annex 3.

In the first step, the nine programmes in post-secondary education were analysed along the following criteria for the comparison:

- Programme Objectives
- Programme Target Groups
- Programme Funding
- Programme Approaches
- Project Duration
- Project Ownership

In the second step four programmes from Belgium, Finland, Norway and Sweden were selected for an in-depth analysis along the above mentioned criteria using the most-similar design method[1].

Additionally, we conducted five interviews with the responsible programme manager of each of the selected programmes to clarify questions, gather further information and deepen the analysis. A complete list of interview partners can be found in annex 1. The international comparison can be found in the inception report.

Simultaneously with the desk research we conducted 24 semi-structured **in-depth or telephone interviews** with the following stakeholders: Ministry of Foreign Affairs (nine interviews), Nuffic (two group interviews), Dutch organizations (eight interviews) and the requesting organization (five interviews). The aim of the interviews was, first, to gain a deeper understanding of the structures, objectives, relevance and effectiveness of the programmes. Second, it was the objective to map the processes of the programmes in these interviews in order to conduct an organizational analysis in conjunction with the efficiency analysis at a later stage in the evaluation.

On the basis of the previously undertaken analytical steps we reconstructed the **intervention logic** of NPT and NICHE (see chapter 2). The reconstructed intervention logic served as a basis for a discussion for the **theory of change workshop** which was held on 21st November 2011 at the Ministry of Foreign Affairs involving all relevant stakeholders. All comments in this workshop were documented and included in the intervention logic by Rambøll Management Consulting.

The intervention logic and the academic review then laid the groundwork to develop the **methodological approach for the evaluation** which included a specific approach towards the **measurement of capacity development**. The latter was built upon the 5C-model and its open-system approach by Peter Morgan. A detailed description of the methodological approach can be found in annex 2.

Against the backdrop of the reconstructed intervention logic, the desk research and the developed methodological concept, Rambøll Management Consulting developed an **assessment grid** (see chapter 3). In this assessment grid the collected information of the prior analysis has been summarised and systemised in the form of central questions and aspects relevant to this evaluation. We then assigned indicators and/or descriptors to every aspect. Furthermore, we incorporated the 5C model into the assessment grid by adopting it to the characteristics of NPT and NICHE.

In the next step, we developed **questionnaires** for the online surveys among the embassies, NPT alumni and Dutch and requesting organization (see chapter 4) and selected 16 NICHE projects for an in-depth analysis. The methodological approach and the selection of NICHE projects was summarised in an **inception report** which was delivered to the Ministry of Foreign

[1] Within the *Most Similar System Design* cases are compared that show similarities in as many variables and aspects as possible. It is based on the hypothesis that between most similar cases variables causing differences will be easier to identify.

Affairs. The inception report was discussed with the reference group[2] and all feedback was incorporated into it by Rambøll Management Consulting.

1.1.2 Data Collection Phase

In a first step we conducted the **online-surveys** among the embassies, NPT alumni as well as all participating Dutch and requesting organisations with our survey software SurveyXact©. The general objective of the online-surveys was to collect comprehensive data regarding the implementation mechanism, relevance and efficiency of NPT and NICHE as well as the effects and sustainability of NPT. The response rate for each survey was the following:

- Survey Embassies: 83.3% (Distributed: 12/ Answers: 10)
- Survey NPT Alumni: 14.6% (Distributed: 825/ Answers: 121)[3]
- Survey Dutch and requesting organisations: 44.3% (Distributed: 445/ Answers: 197)
- Efficiency survey Dutch and requesting organisations: 62.7% (Distributed: 102/ Answers: 64)

The data collected from the surveys was verified and validated by Rambøll Management Consulting. Subsequently, the data was analysed using univariate statistical analyses such as frequencies, percentages or mean. In order to find causal relations between variables, the evaluation team uses bi- and multivariate data analysis methods such as cross tables, chi square tests, regression analysis or factor analysis.

Parallel to the implementation of the surveys the **organisation of the six case studies**, which were proposed in the terms of reference started. In addition **a portfolio for the case studies** was developed in order to ensure that the case studies were implemented on the basis of a coherent analytic system and with a high quality. The portfolio was presented to all international and local consultants in a workshop and revised according to the received feedback.

In preparation for the case studies a **desk research** and a **context analysis** of the socio-economic, economic and political context in the case study countries was conducted by the international and local consultants. The context analysis thereby focussed particularly on the education sector in these countries. At the end of the context analysis a **stakeholder map** was developed in which the relations of the relevant requesting organisations to other relevant stakeholders was visualised. Simultaneously, the international consultant reconstructed the **NPT projects' intervention logics** by taking into consideration the overall intervention logic of NICHE and NPT (see chapter 5). These were then discussed and validated in telephone interviews with the relevant programme officers of Nuffic and the northern partners.

The case studies included six countries (Benin, Ethiopia, Guatemala, Rwanda, South Africa and Vietnam) and 34 NPT projects which were pre-selected by the Ministry of Foreign Affairs and Nuffic on the basis of the following criteria:

- The distribution of projects (both in numbers and in financial allocations) by country
- The distribution of projects by sector
- The distribution of projects by type of institution(s) involved, both in the Netherlands and in the countries concerned
- The number of projects per country/ sector completed before 2010
- The availability of (recent) project and/ or country evaluation reports
- The presence/ absence of NICHE projects in the countries concerned
- The (im)possibility to effectively undertake field research

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[2] The reference group consisted out of a representative of the Directie Sociale Ontwikkeling of the Dutch Ministry of Foreign Affairs (DSO), a representative of the Policy and Operations Evaluations Department of the Ministry of Foreign Affairs, a representative of Nuffic and an independent expert.

[3] Literature agrees that tracer studies in general have on average a response rate between 10.0% and 20.0%. As a consequence the response rate can be judged as normal.

All case studies were implemented with an international and local consultant. Within the case studies 172 interviews and workshops were conducted with the following relevant stakeholders:

- Dutch organisations (ministry, Nuffic, RNEs, etc.): 43
- Requesting organisations (project coordinators, (involved) staff, etc.): 104
- Comparison group (colleges, universities, etc. which did not receive funding): 7
- External stakeholders (national stakeholders, Dutch enterprises as well as bi- and multilateral donors): 18

Furthermore, a survey among staff of the 34 visited requesting organisations was conducted to gather additional information. A complete list of all conducted interviews and workshops can be found in annex 1.

To measure the short-, medium- and long-term effects of NPT the evaluation chose to adopt a **quasi-experimental design** called post only non-equivalent comparison design (Rist & Imas Morra, 2009, p. 264) in combination with a **contribution analysis** to measure changes on the organisational and sector level. The design was chosen as it addressed best the methodological challenges which were encountered by the evaluation; namely, a missing baseline, a missing control group and intervention variables at the sector level. As a consequence the surveys and case studies reconstructed the baseline and also compared the observed changes through NPT with a comparison group, which was selected on the basis of developed criteria. While the reconstruction of the baseline proved to be successful, the comparison with the comparison group faced obstacles, as it was difficult to identify comparable organisations. As a result, only four organisations in four case studies could be identified which qualified for the comparison group. The evaluator deemed this sample as too small to draw conclusive conclusions. Thus, the evaluator restricted himself in the analysis to the comparison of changes along the reconstructed baseline.

Based upon the data gathered from the surveys and the case studies, a **capacity development index (CDI)** was developed and validated through a factor analysis by Rambøll Management Consulting for each requesting organisation. For this purpose, we developed items which made it possible for the consultants to judge the quality and scope of the observed changes. The assessments of the consultants and the answers from the survey were weighted and interrelated by using calculation algorithms. As a result we received a CDI between 1 (capability is lacking) and 5 (capability is high) for each requesting organization, which could be compared to the CDI of the requesting organization’s baseline.

In addition, a **cost-efficiency analysis** of NPT and NICHE and a **cost-effectiveness analysis** were conducted by the evaluation team. For the cost-efficiency analysis a Responsible, Accountable, Consulted and Informed (RACI)-analysis and an intra-programme benchmark was used to analyse and compare the input-output efficiency of the programmes (see chapter 6). A challenge here was the low response rate of the efficiency survey. The cost-effectiveness analysis of NPT also used an intra-programme comparison (comparison of NPT projects among each other) to analyse the input-outcome efficiency of the projects. For this purpose it used the available budgets of the projects and linked them to the results of the surveys and the case studies (the CDI) in order to approximate their cost-effectiveness. However, in five cases the available budget was not detailed enough to conduct such an analysis.

1.1.3 Synthesis and Reporting

In a first step we validated the data gathered from the surveys and the case studies in **two focus groups** with representatives of the Dutch project partners and programme officers of Nuffic. Furthermore the focus groups were used to verify whether the results of the evaluation also held true for the other NPT projects which could not be visited. Simultaneously, we **coded and analysed the qualitative interviews of the case studies** with NVivo – a software programme for the analysis of qualitative data.

In a second step, the collected data was analysed, triangulated and synthesised in an **internal workshop** with all experts of Rambøll Management Consulting. In this setting we were able to reflect upon, synthesise and analyse the collected data by considering all different perspectives of the experts from the various case studies. On the basis of the synthesised findings we developed recommendations for the evaluation by taking into consideration all perspectives of the involved experts and the findings of the different data collection methods.

Afterwards, the evaluation's conclusions and recommendations were presented to the Ministry of Foreign Affairs and Nuffic at a workshop on 16.05.2012. All feedback received was incorporated into the **final report** by Rambøll Management Consulting, which was submitted to the Ministry of Foreign Affairs in May 2012.

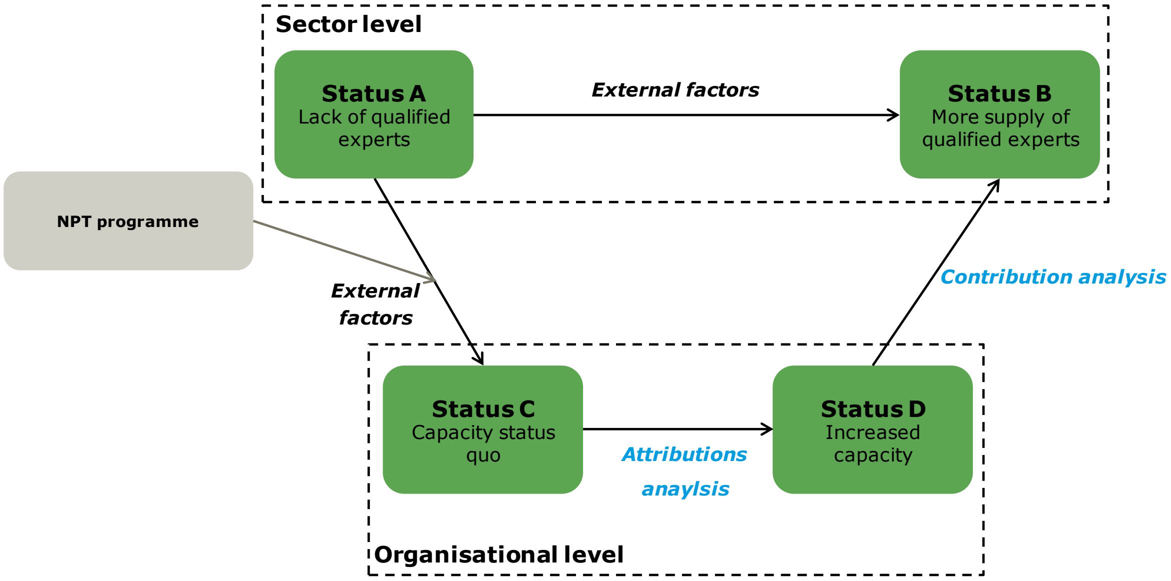
1.2 Measurement of Short-, Medium and Long-Term Effects (Effectiveness & Impact)

The measurement of effects of single interventions such as NPT in the field of development cooperation is a daunting task as there is a wide range of methodological challenges which must be solved by the evaluation design. In order to measure short-, medium- and even long-term effects of NPT, the evaluator has to find an answer to the hypothetical question: "What would have happened if the intervention had not taken place?" Ideal methodological designs to answer this question are experimental designs in which the counterfactual situation (the non-participation in the intervention) can be approximated with the help of a control group. This is however, often not possible as suitable control groups are missing and intervening variables are not controllable. Furthermore, the expenses to construct control groups are very high and often do not bear relation to available budgets for evaluations.

Additionally, a baseline, which allows a comparison of the social, economic or individual context at a given point of departure with the point of measurement of the evaluation, does not exist for most development cooperation intervention. This is mainly due to the fact that the collection of this data is sometimes not possible or very costly as concepts and operationalisations for e.g., the measurement of life quality, do not exist.

Many of these described challenges also applied to the measurement of effects in NPT. NPT as a programme tries to realise long-term impacts by developing the capacity of selected requesting organizations (see figure 2). NPT thereby tries to change the status A on the sector level which is characterised by a lack of experts in quantitative and qualitative terms to status B in which more qualified experts are available. For this purpose, NPT tries to change status C of the requesting organization on the organizational level, which is influenced by status A, to status D. While in status C the requesting organization has less capacity, it should have an increased capacity due to NPT in status D. The increase in capacity in the requesting organization should thereby contribute to status B on sector level.

Figure 1: Effects of NPT (schematic)



Source: Rambøll Management Consulting 2011

Against this background the following methodological challenges had to be addressed by this evaluation to effectively measure the short-, medium- and long-term effects of NPT:

- A control group to measure the changes in the requesting organizations from status C to D did not exist.
- A rigorous baseline for the sector as well as for the requesting organizations did not exist. Hence, observed changes by the evaluation could be compared to the sector's and requesting organization's situation prior to the intervention.
- On sector level intervening variables made it difficult to measure changes between status A and B as changes on the sector level were influenced by many other external factors.

To meet these challenges the evaluation adopted a **quasi-experimental design** called **post-only non-equivalent comparison design** (Rist & Imas Morra, 2009, p. 264) to measure changes on the organizational level. Within this design we constructed a comparison group of organizations which had not benefitted from NPT. We closely matched this comparison group along certain criteria to the intervention group, which consisted of requesting organizations benefitting from NPT. The criteria for matching these two groups were the following:

- Number of academic and administrative staff
- Number of students
- Available financial resources
- Same type of organization

It must be emphasised, however, that not all requesting organizations were matched to a comparable organization of the comparison group. This was especially difficult when requesting organizations were national ministries of the partner country. The evaluation aimed to identify one or two comparable organizations per case study. However, only four organisations in four case studies could be identified which qualified for the comparison group.

Both the intervention as well as the comparison group were then compared ex-post by the evaluation in the case studies. The advantage of the chosen design was that it had a comparison group and only needed ex-post data, which the evaluation provided. The challenge with this design was that the intervention and comparison group had not started at the same place. As a consequence, differences between the intervention and comparison group also reflected differences in where they began rather than the effect of the intervention – in this case NPT. This lack of data was compensated by the evaluation, by reconstructing the baseline of the point of departure before the intervention for both intervention and comparison group.

In this light, the evaluation firstly reconstructed the baseline of the intervention group by analysing the project outlines of the 34 selected NPT projects. Second, we reconstructed the baselines through our survey of the Dutch partners and requesting organizations. In this survey, the respondents were asked to assess the situation in the requesting organization prior to NPT. Third, we verified the results of the survey and our analysis of the project outlines in qualitative interviews in the case studies with responsible persons from the requesting organization and external stakeholder. With regard to the comparison group, we were able to reconstruct the baseline in the case studies through qualitative interviews with persons at the organizations and external stakeholders, as other information was not available.

Against this background, we were able to approximate the attribution of observed changes in the requesting organizations at the organizational level between status C and D to NPT. By comparing the changes observed in the intervention group with the observed changes in the comparison group, we were able to approximate the net effect of NPT on the requesting organizations.

In order to measure long-term effects of NPT on the sector level, the evaluation conducted a **contribution analysis**. A contribution analysis is a concrete analytical approach which assesses whether realized effects can be ascribed to an intervention and which factors functioned as drivers and inhibitors to realising the desired effects. By using a contribution analysis we were on the one hand able to discern to what extent NPT contributed to changes on the sector level (changes between status A and B). On the other hand, we were capable of identifying external factors which influenced the implementation of NPT and the changes occurring on the sector level (see figure 2).

A contribution analysis is based upon an explicit theory of change or intervention logic which was developed in the inception phase of this evaluation. By having reconstructed the intervention logic we gained a clear understanding of the rationale of the intervention and its "mini-steps," which should contribute to impacts on the sector level. In the interviews and workshops in the case studies as well as in the alumni survey (see chapter 4.3.3) we assessed each of the hypotheses, which should lead from one "mini-step" to the next. Thereby, we examined the relevant process and change mechanisms of the intervention and how they interact with the external context. In this way, the evaluation could identify which sector level changes contributed to and which external factors influenced NPT's effectiveness on organizational and sector levels.

Within this methodological approach we incorporated the **open-system approach** by Peter Morgan to measure capacity. By adapting the five capabilities of Morgan to the specificities of post-secondary education programmes, we developed an analytical framework in which we related the outcomes of NPT to the five capabilities, drawing extensively on a conducted literature review. After having identified, with the help of the reconstructed intervention logic, which outcomes of NPT aimed at increasing capacity in the five capabilities, we developed indicators and descriptors to operationalise the five capabilities within the specific context of NPT. These were systematised in an assessment grid.

While mainstreaming Morgan's approach into our methodological approach, we especially paid attention to the interplay of "hard" (e.g. newly developed curricula) and "soft" aspects (e.g. integrity of the requesting organization) that are relevant for capacity development in this sector. The approach was thus holistic, and acknowledged the "soft" and "hard" aspects of capacity and performance as legitimate and essential development results.

On the basis of our developed indicators and descriptors it was possible for us to develop a **Capacity Development Index (CDI)** for each requesting organization. The CDI is composed of different sources:

- In the *online-survey for the Dutch organizations and requesting organizations* and the *survey among the staff of the requesting organisations* we included items for each of the five capabilities which at the same time measured the outcomes of NPT. We additionally included similar items about the situation prior to the NPT intervention (baseline) which were attuned to the five capabilities. As the survey's respondents were Dutch organizations and requesting organisations, the index for each requesting organization is based upon different stakeholders' perspectives.[4]
- In the preparation of the case studies and within the case studies we developed *stakeholder maps* (see chapter 1.5) with the contracted local consultant and the participants of the workshops (see below). These stakeholder maps contained information regarding the capability to relate and were included as qualitative data in the CDI.
- Within the *case studies* we collected qualitative data along the lines of the operationalised five capabilities. To this end, we developed a *workshop methodology* and *interview guides* with which we were able to collect qualitative data about the five capabilities, and thus about the outcomes of NPT. The collected data of the case studies was coded (see chapter 1.1) and also used for the CDI.

Within the first survey the northern and southern project coordinators and managers were asked to rate the situation in the requesting organisation prior (baseline) and after the project along the following five capabilities of the 5C model. A detailed operationalisation of the five capabilities can be found in chapter 3.

- The **capability to act** was operationalised as the availability of adequate financial and human resources as well as infrastructure in the requesting organisation. Furthermore, effective administrative, financial, etc. systems and the leadership's integrity and autonomy of the requesting organisation were features of this capability.

[4] This is only the case if both partners (Dutch and requesting organisation) in the NPT project were answering the survey.

- The **capability to generate development results** was operationalised as the existence of newly introduced or revised curricula or courses, the implementation of newly or improved trainings and the introduction of new teaching, research, curricula design and didactical methodologies. Furthermore, the labour market orientation of the newly introduced and/ or revised programmes, their gender sensitivity as well as the involvement of external stakeholder in their revision was dimensions of this capability.
- The **capability to relate to other actors** was operationalised as the existence of networks to other stakeholders which are not involved in the revision of curricula. In this regard the density, frequency and effects of the network were aspects of this capability. Additionally, the capability was also operationalised as the external credibility and legitimacy of the organisation.
- The **capability to adopt and self-renew** was operationalised as the ability of the management of the requesting organisations to understand and adapt to shifting contexts as well as to encourage change processes. In addition it was analysed if the requesting organisation had processes and structures in place (e.g. knowledge management systems) to cope with changing environments.
- The **capability to achieve coherence** was operationalised as the absence of conflicts between the management with regard to the vision and strategy of the requesting organisation. Additionally, the requesting organisation should possess a shared vision and a set of principles which govern the organisation.

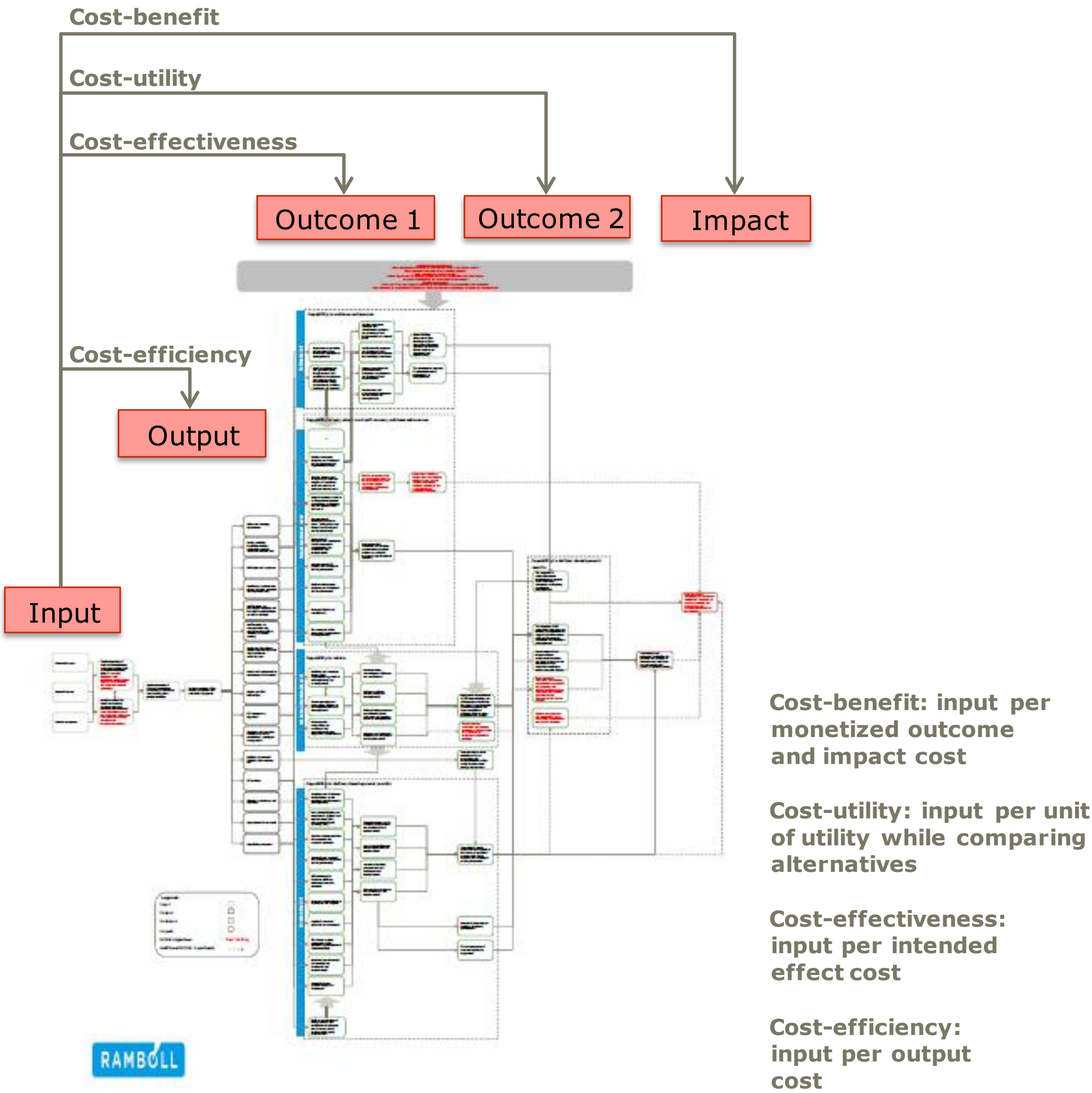
These five capabilities were thereby operationalised along different items in the questionnaire (see annex 2). The same items were used in the survey among the staff of the requesting organisations which was conducted during the case studies. Also in this survey the respondents had to rate the situation before and after the NPT project (see annex 2). This data was complemented by the views of each evaluator who assessed the situation before and after the NPT project through the conducted interviews with the requesting organisations, external stakeholders and conducted workshops in the case studies using the same scale. All assessments for each item, requesting organisation and capability were made using a scale of 1 (capability is lacking) to 5 (capability is high). The CDI was conceptualised by Rambøll Management Consulting for this evaluation by weighting and interrelating the different data collection methods. The CDI was calculated as the average of the four different perspectives (requesting organisation, staff of the requesting organisations, northern partners and evaluators), which all had the same value, for each capability for the situation prior and after the NPT project. The calculated mean of these four perspectives resulted in a value for the situation prior and after for each NPT project. The CDI was then calculated as the differential value between the calculated mean for the situation prior and after the NPT project.

To validate the newly developed CDI, we ran a explorative factor analysis to determine whether the developed items actually measured the changes we wanted to measure. An explorative factor analysis is a multivariate statistical procedure. It can, among other purposes, be used to see to what extent a given number of items (e.g. questions in our surveys) capture one or several latent dimensions (e.g. five capabilities) of a theoretical construct (e.g. Morgan's model of capacity). The conducted factor analysis confirmed that our surveys measured the five capabilities. Put differently, we proved both the validity of Peter Morgan's model and of our surveys.

1.3 Measurement of Efficiency

The OECD Development Assistance Committee defines efficiency as "a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results." (OECD DAC, 2002). In this definition, the term "results" can mean output, outcome or impact of a development intervention. However, in any of these cases the inputs and results need to be causally related to the intervention. The intervention can be considered economically efficient if the **costs of resources used approximate the minimum needed to achieve planned objectives**. This definition describes efficiency as transformation efficiency: inputs are transformed into results and their relative amounts represent an efficiency measure. The following figure illustrates the different ways of evaluating the efficiency of a development cooperation intervention.

Figure 2: Dimensions of Efficiency Analyses



Source: Rambøll Management Consulting 2011

As can be seen in the figure above, four types of economic evaluation can be distinguished. A common requirement of all types of economic evaluation is that the programme to be evaluated is compared to an **alternative programme** that aims at achieving the same outputs or outcomes in order to see whether the most efficient process has been adopted. Besides this, measuring efficiency can also be addressed through an **intra-programme comparison**, where units (e.g. projects, cost-components, etc.) are compared in order to identify differences of efficiency within a programme. Despite these common characteristics, the four types of economic evaluation have different analytical foci, data requirements and measure of results.

A **cost-efficiency** analysis is intended to define the costs per output produced in an intervention. The costs are measured through the value of the resources spent, e.g. funds, expertise, time, etc. The outputs are standardized units, which can be directly related to the costs. This type of analysis requires that quantitative measures of outputs are in place.

Cost-effectiveness addresses the analytical question of what the achieved level of effectiveness has been in relation to the resources spent in an intervention. Therefore, it is used to analyse the transformation efficiency from inputs to outcomes. As in the case of cost-efficiency, the costs are measured through the value of the resources spent, e.g. funds, expertise, time, etc. The measure of outcomes is defined by units of effectiveness. A cost-efficiency analysis requires that outcomes can be quantified and are measureable.

Another outcome-centred type of analysis looking at the efficiency of an intervention is the **cost-utility** analysis. A cost-utility analysis aims at identifying which alternative yields the highest level of utility at the same or lower cost. The costs (e.g. funds, expertise, time, etc.) have to be directly linked to the outcomes and impacts of an intervention. The measure of outcomes and impacts is the units of utility. This type of analysis requires that quantitative measures of effectiveness are in place and that similar alternatives are identified, either within or outside intervention.

Eventually, efficiency of an intervention can be analysed through a **cost-benefit** analysis**.** This type of economic evaluation is used to find out to what extent the benefits of the intervention have been larger than its costs. As with the cost-utility analysis, it compares the efficiency of transforming costs (inputs) to outcomes and impacts. However, the measure of costs, outcomes and impacts is a monetary value. Therefore it requires that quantitative measures of benefits (outcomes and impacts) are in place, so that the monetary value of the benefits can be determined.

When these types of economic evaluation were **applied to NPT and NICHE** some restrictions became evident. The NICHE programme started in 2009, and its projects have been implemented since 2010. Therefore, the programme was not in place long enough to create outcomes or impacts. Due to this, the only economic evaluation type available to measure NICHE's efficiency was the cost-efficiency analysis. For NPT the possibilities of measuring efficiency were broader. NPT started in 2002 and therefore has been implemented long enough to create outputs, outcomes and impacts. However, due to the different requirements regarding the quality of data, we were only able to evaluate NPT's efficiency through a cost-efficiency and cost-effectiveness analysis. A cost-utility and cost-benefit analysis required reliable quantitative data regarding long-term outcomes and impacts that allow for applying a monetary value to the utilities and benefits. As this data did not exist for NPT, these types of economic analyses were not within the scope of this evaluation.

Moreover, although the conducted international comparison stated that programmes similar to NPT and NICHE existed, the available data regarding their outputs and outcomes were difficult to compare to NPT and NICHE. The difficulty lied in the need to make the outputs and outcomes of the programmes comparable through their homogenisation, standardisation and operationalisation. Due to this, the risk of comparing substantially different items and eventually deriving wrong conclusions regarding the efficiency was high. Hence, an efficiency analysis based on an international comparison was not conducted.

However, the question of efficiency could be addressed through an **intra-programme comparison** in this evaluation. This approach aims at comparing the efficiency within a programme, for example by comparing the different outputs and outcomes by country, type of organisation, etc. For instance, measuring efficiency of NPT and NICHE programmes required focusing on the NPT and NICHE project level. Therefore, both cost-efficiency and cost-effectiveness covered a criterion-based and representative sample of 34 NPT and 16 NICHE projects. Based on the intra-programme comparison, the overall, stakeholder-specific, and output-specific efficiency could be calculated. This enabled us to rank the efficiency of the projects and distinguish between project outputs which had a low and a high performance.

To measure efficiency was of great importance in this evaluation as it addressed one of the main objectives of the evaluation, which was to account for the Netherlands' funding and other inputs provided for NPT in the period 2002-2010, to assess the efficiency of NICHE management in the period 2008-2010, and gain lessons for future policy development and implementation. Against this background the **cost-efficiency analysis of NPT and NICHE** was composed firstly out of a qualitative assessment of programme and project management processes based on a RACI-analysis (see below). Secondly, the timeliness and the assessment of the availability and qualifications of human resources were assessed qualitatively by the evaluation. Thirdly, the costs related to the main programme and project activities were analysed and linked to the main outputs of NPT and NICHE. Eventually, the quality of these outputs was assessed. The **cost-effectiveness analysis of NPT** entailed the identification of resources spent at project level to eventually link them to the measured standardized outcomes. In the following, the methodology for both types of economic evaluation is explained in detail.

1.3.1.1 Cost-Efficiency Analysis of NPT and NICHE

To conduct the cost-efficiency analysis of NPT and NICHE it was necessary to evaluate the quality of processes in the programme and the efficiency of project management. An efficient programme and project management relies on a clear and common interpretation of the division of responsibilities and accountabilities, timeliness in the processes, and the availability of qualified human resources of the different stakeholders throughout the programme and project management cycle. As regards NPT and NICHE this was the case for the activities within the programme and project management cycle, which encompassed the *demand identification, demand articulation, tender procedure, and project implementation phase*.

To assess the programme and project management efficiency in each of these phases, we conducted a **RACI-analysis**. RACI (**R**esponsible, **A**ccountable, **C**onsulted, and **I**nformed) is an acronym derived from the four key responsibilities that are necessary to establish an efficient programme and project management between different stakeholders. Through these responsibilities it is possible to illustrate and clarify roles and responsibilities in programme or project management activities. In doing so, the RACI-analysis allows for the creation of a matrix that illustrates the roles assigned within each activity, and identifies the responsible and accountable actors, as well as the stakeholder to be consulted and informed. Thereby, it permits checking for potential sources of (in)efficiency, e.g. minimize the risk of responsibility gaps, overlaps, duplications, and confusions regarding responsibility, accountability, consultation and information in a programme and project activity. The responsibilities in the RACI-analysis are defined as follows:

- *Responsible*: Regarding an activity or deliverable the responsibility lies upon the stakeholder(s) that actually work to complete(s) and achieve(s) the tasks. Although there is typically only one stakeholder responsible for a task, responsibility can be shared. In such a case, the degree of responsibility is determined by the degree of accountability of the responsible stakeholder.
- *Accountable*: A stakeholder is accountable when it is ultimately answerable for the activity or decision. This includes the authority to approve or veto a task or deliverable. There should only be one accountable actor specified for each task or deliverable.
- *Consult*: This role involves consulting stakeholders prior to a final decision or action.
- *Informed*: This relates to stakeholders who need to be kept up-to-date regarding programme and/or project processes. Stakeholders are sometimes only informed after a decision or action has taken place. These stakeholders however may be required to react as a result of the information, decision or action.

The identification of sources of (in)efficiency based on the RACI-analysis can be interpreted and assessed by the distribution of RACI (see chapter 6). Figure 4 illustrates in more detail how the vertical and horizontal distribution of RACI in an activity or programme phase can be interpreted:

Figure 3: Example of a RACI-analysis interpretation

Finding	Possible Interpretation
Vertical Analysis	
Lots of R's	Can this stakeholder stay on top of so much?
No empty spaces	Does the stakeholder need to be involved in so many activities?
Too many A's	Can some of the accountability be moved to another stakeholder?
No R's or A's	Is this a line position? Could it be expanded or eliminated?
Horizontal Analysis	
Lots of R's	Will the task get done? Can activity or decision be broken into more specific tasks?
Lots of C's	Do all these stakeholders really need to be consulted? Do the benefits of added input justify the time lost in consulting all these individuals?
Lots of I's	Do all these stakeholder really need to be routinely informed, or could they be informed only in exceptional circumstances?
No R's	Job may not get done; everyone is waiting to approve, be consulted, or informed; no one sees their role as taking the initiative to get the job done.
No A's	No performance accountability; therefore, no consequence when the job doesn't get done.
No C's / I's	Is this because stakeholders "don't talk"? Does a lack of communication between stakeholders result in parallel or uninformed actions?

Source: Smith, Michael L./ Erwin, James (2005): Role & Responsibility Charting (RACI).

In addition to the RACI-analysis, the **timeliness** of the main outputs in each programme phase was evaluated in the efficiency-survey. The timeliness is an important aspect for a programme to function efficiently. One can expect that inefficiencies will arise if programme and project documents are not available when they are needed. Therefore, we analysed the share of projects which adhered to the agreed timelines. The following documents were included in this assessment:

a) implementation plan (NPT)
b) programme outline and sector plan (NICHE)
c) capacity self-assessment
d) project outlines
e) proposals
f) inception report
g) project annual reports
h) project financial report

Since the availability of **qualified human resources** can also affect the efficiency of a programme and project activity, we identified the share of Dutch partners and of requesting organizations which stated that they had the necessary human resources to perform the activities efficiently. Moreover, we surveyed the qualification of personnel used by the Dutch organizations and the requesting organizations.

To get the necessary data and information for the RACI-analysis, assessment of the timeliness and availability of human resources, we made use of the **entire data collection sources** available, from desk research, in-depth interviews, and the international comparison to the RACI-matrix, project partners and alumni as well as case studies and focus groups.

Besides the qualitative assessment of the process efficiency in programme and project management, the cost-efficiency analysis focused on the **efficiency of NPT and NICHE to transform inputs into outputs**. As stated in the introduction of this chapter, the assessment of the cost-efficiency was carried out on the bases of an internal comparison of NPT and NICHE.

In order to assess to what extent the outputs have been reached in an efficient way, it was necessary to standardize both inputs and outputs in order to make them comparable. As the project level entailed a variety of activities in different partner countries, each with its own local cost variables, the cost of a programme and project output was measured through the time (hours) needed to achieve a standardized output. In doing so, the resources spent in different countries, activities and stakeholders were made comparable with each other. The outputs in NPT and NICHE were standardized and made comparable by focusing on the end products of a programme phase (see chapter 6). The following programme and project documents served as standardized outputs:

a) implementation plan of selected six NPT countries
b) programme outline and sector plans selected four NICHE countries
c) project outlines
d) capacity self-assessments
e) inception reports
f) annual reports
g) work plans

To be able to compare these outputs to each other it was necessary to take their quality into consideration. This step of standardization was crucial, as it was assumed that low quality documents needed less time to be written. To assess the quality of the documents, we made use of the SMART-test. The acronyms stand for the quality dimensions "**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound.[5] The terms were defined as follows:

- ***S****pecific:* This term stresses the need for a clear and unambiguous formulation and structure of a document. The content of a document is specific when the information delivered clearly states what is expected, why is it important, who is involved, where is it going to happen and which attributes are important.
- ***M****easurable:* This term addresses the need for concrete criteria to measure the progress toward the attainment of the specific aims the document is drafted for. Measureable content is needed to know whether the issue at stake is making progress. When the key information in a document is measureable, it helps the addressee stay informed and on track of the developments.
- ***A****chievable:* The information and especially the goals in a document should be realistic and attainable. Therefore, achievable goals are neither out of reach nor meaningless.
- ***R****elevant:* A document of high quality contains information and sets goals that are relevant to the addressee. Information is therefore relevant when it is worth achieving from an addressee perspective.
- ***T****ime-Bound:* This term underlines the importance of setting time frames. Setting time frames supports the commitment to achieve goals and underlines its attainability in a certain time period.

The quality assessment assigned points for every SMART dimension that could be attributed to a document (see chapter 6). Every SMART-dimension was assigned three output-specific indicators, which were counted as quality points as well. Therefore, 15 quality points overall (one per indicator) could be reached.

Through the data gathered regarding the costs and the quality of outputs within the NPT programme it was possible to create a **cost-quality ratio** and compare the outputs of the projects. For example, the cost-efficiency of the different NPT outputs was compared on the basis of the average cost-efficiency ratio. To identify possible links between cost-efficiency and specific project characteristics, the outputs were clustered, for example as regards the type of institution in the North and South. In doing so, it was possible to identify potential links between the type of institution and the cost-efficiency of a NPT project. For NICHE a similar approach was foreseen, but could not be conducted because the response rate of the survey was too low. As a result a qualitative assessment was undertaken.

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[5] The SMART-test is commonly used to assess the quality of a project performance and has been adapted to fit the needs of assessing the quality of documents.

Regarding the cost-efficiency of NPT and NICHE a special focus was put on the **tendering procedure** and the **opening up process**, as both have been introduced to foster the programme and project efficiency, i.e. to improve the cost-quality ratio. Against this background, the tendering procedure was analysed regarding the level of competition reached per tender since 2002. Therefore, we analysed the number of organizations participating in the tender processes and the type of organizations submitting tenders. Besides this, the stakeholders involved in the tendering process were asked to assess the effects of the tendering and opening up processes on the cost-quality ratio. On this basis it was possible to derive conclusions about the extent to which the tendering process had improved the efficiency of the programmes.

1.3.1.2 Cost-Effectiveness in NPT

After having addressed the efficiency of transforming inputs to outputs, the economic evaluation of NPT also entailed a **cost-effectiveness analysis**, to assess the efficiency of NPT in transforming inputs into outcomes. As the programme outcomes were reached at project level, the costs (input) were defined through the project budgets. However, as the entire project budget was not spent to create outcomes, the budget amount was adapted to the specifics of the projects.

To conduct the cost-effectiveness analysis, the outcomes needed to be traced back to the costs in the relevant budgets. Based upon the available project budgets this was possible in 29 of the 34 cases. In these cases the outcomes were operationalised for each capacity development dimension (capability to act; capability to adapt and self-renew; capability of achieving coherence; capability to relate; capability to generate development results) and covered the four outcome levels (policy level, organizational level, inter-institutional level, content level). Based on the desk research and the international survey of Northern and Southern partners, a baseline for the selected NPT projects was reconstructed, against which the level of achieved effects of the NPT projects could be measured. This allowed for the creation of a capacity development index (CDI) that stated the level of improvement (see chapter 1.2).

Based on the CDI, a ranking of the most successful projects was established. It was furthermore possible to compare the cost-effectiveness between the partner countries and to cluster the results by type of Dutch implementing institution. Through this approach it was possible to map relations between outcome efficiency and certain project characteristics.

1.4 Implementation of Surveys

Rambøll Management Consulting conducted **four online surveys** among the following target groups:

- Dutch partners and requesting organizations
- Alumni
- Royal Netherlands Embassies (RNE)

The general objective of the online-surveys was to collect comprehensive data regarding the implementation mechanism, relevance and efficiency of NPT and NICHE as well as the effects and sustainability of NPT. The collected quantitative data was later validated in the case studies. For this purpose each survey had its own specific objectives and foci.

The main objective of the survey among the Dutch partner and requesting organisations was to collect data about the capacity development in the requesting organizations. The survey thereby gave insight into possible effects of NPT on the requesting organizations with regard to the 5 C model (see chapter 4). Finally, the survey focussed on the motivation of the Dutch partners and requesting organizations to participate in NPT and NICHE.

As a result, the survey collected data among others in the following dimensions.

- Reconstruction of the baseline
- Effects on the policy level (e.g. introduction of national policy frameworks)
- Effects on the organizational level (e.g. improvement of management structures or more students)
- Effects on the inter-institutional level (e.g. networking or strategic alliances)
- Effects on content level (e.g. introduction of new curricula)
- Reasons to participate
- Sustainability
- Improvement of professional standing of the organisation

The advantage of this survey was that it collected data from two different perspectives (Dutch partners and requesting organizations) which could be validated against each other. Additionally, it enabled us to analyse possible differences between regions and organizations (e.g. Dutch consultancies vs. Dutch universities) on a broader scale.

The survey among the alumni[6] concentrated on the benefits they received from the newly introduced curricula, academic programmes and trainings. Further, it focussed on the alumni's contribution to their specific sector and whether they were working within this sector. In addition, the survey was used to analyse how the alumni viewed their former education organization, hence, giving us insight into possible changes regarding the professional standing of their former organization (see chapter 4). The survey collected data in the following dimensions, among others.

- Personal benefits for the alumni due to their participation in courses at the NPT supported organisation
- Description of current job and responsibilities
- Sustainability
- Assessment of their former university or training institute

The survey among the RNE focussed on the alignment of NPT and NICHE to the countries' policy objectives and the objectives of the Dutch development cooperation policy. Another focus was placed upon the observed changes in the relevant sectors and/ or supported requesting organizations (see chapter 4). As a consequence, the survey collected data in the following dimensions, among others.

- Alignment of NPT and NICHE to the partner countries' policy objectives
- Alignment of NPT and NICHE to the objective of Dutch development cooperation
- Changes in the professional standing of the supported institutions
- Effects on the sector (e.g. availability of human power)

Finally, the objective of the *efficiency-survey* was to gather more in-depth information about potential efficiency gaps, overlaps, duplications, administrative burdens, etc. in NPT and NICHE (see chapter 6). To reach this goal, the survey consisted of a RACI-Matrix and an Efficiency-Matrix, with which information to the following topics was collected:

- Distribution of roles and responsibilities in programme and project management
- Workload and administrative burdens in programme and project management
- Timeliness of project outputs

The questionnaires for the alumni and the requesting organisations were translated into French and Spanish. All other surveys were conducted in English. Before starting the actual survey, both the translated and English questionnaire underwent a pre-test. The purpose of the pre-test was to review the comprehensibility of the questionnaire as a whole and with regard to individual questions. Furthermore, the adequacy and completeness of the response categories was reviewed with the help of selected participants of the target group. The pre-test participants were asked to comment on each question. The assessments were recorded and formed the basis for the revision of the questionnaires.

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[6] Alumni are defined as students who have attended a course at the requesting organisation in a NPT country which was supported (improved or developed) by a NPT project.

Simultaneously to the pre-test we prepared the surveys organizationally. In particular, this included the means of contacting these target groups. To start the online-surveys each respondent received an e-mail requesting his or her participation in the survey. This e-mail included a personalized link to the online questionnaire. Rambøll Management Consulting was provided by Nuffic and the Ministry of Foreign Affairs with the relevant e-mail addresses and sent out the relevant e-mails.

Next to these matters, the development of a cover e-mail for each survey explaining the purpose, the timeframe and the objectives of the survey was an integral part of the preparations for the surveys. This e-mail was developed in close cooperation with Nuffic and the Ministry of Foreign Affairs and was sent out to the participants of the surveys one week in advance in order to inform and prepare them for the survey.

All online surveys were conducted with our own software SurveyXact© within approximately three weeks for each survey. The software allowed each respondent to fill in the questionnaire at any point of time. To guarantee a high response rate, we sent out an e-mail reminder to the participants who had not yet replied to the questionnaire after one week.

After the surveys had been completed, Rambøll Management Consulting verified and validated the data. Subsequently to this quality assurance we started with the data analysis. From a methodological standpoint the data analysis was divided into two steps. In the first step, we analysed the data using univariate statistical analyses such as frequencies, percentages or mean. We edited the data and portrayed the results in graphs and tables in order to get an overview of the findings and to identify relevant aspects and developments. Those were then analysed in-depth. In order to find causal relations between variables, we used bi- and multivariate data analysis methods; for example cross tables, chi square tests, regression analysis or factor analysis.

1.5 Implementation of Case Studies

On the basis of the developed methodological concept to measure capacity development and the effects of the NPT programme, Rambøll Management Consulting conducted the suggested **six case studies** in the ToR to collect the necessary data and to validate the results of the online-surveys. The case studies were organized by Rambøll Management Consulting in close cooperation with Nuffic and the Ministry of Foreign Affairs.

As the projects in the six suggested case study countries were very different, the length of the case studies was adjusted accordingly. The case studies had the following length:

- Benin 1 week
- Rwanda, Vietnam and Guatemala 1 ½ week
- South Africa and Ethiopia 2 weeks

The case studies were conducted jointly by a local and an international consultant. The reason for this was that the international consultant knew the background of the evaluation and the needs of the client better than the local consultant, while the local consultant knew the cultural and political context in the respective country better. In combination, both consultants were able to interpret the findings in the case studies more thoroughly and add value to the evaluation as a whole. Additionally, regarding the complex methodological approach to this evaluation the involvement of international consultants who had developed this approach guaranteed a consistent implementation of this approach in each case study.

In addition Rambøll Management Consulting considered it very important that the case studies were conducted on the basis of a coherent analytic system. Therefore, Rambøll Management Consulting developed a **portfolio for the case studies** to ensure a high quality throughout the case studies. The portfolio was developed in close cooperation with the Ministry of Foreign Affairs.

The portfolio was sent in advance to the local experts in order to give them preparation time. Questions of the local experts were answered and possible feedback of the local experts was taken into account. Rambøll Management Consulting highly valued this feedback as the latter made it possible to consider contextual factors in the countries at an early point in the evaluation. This made it possible to prepare the international expert in more depth for their case study stay in the respective countries.

Furthermore, the portfolio was presented to all international consultants in an **internal workshop**. In this workshop, questions and feedback by the consultants was answered and taken into account. The local consultants either joined the internal workshop via video or had individual Skype or video conferences with the responsible international consultant to clarify any remaining questions. After having received the feedback the portfolio was revised accordingly and finalized.

Rambøll Management Consulting conducted the case studies along the developed methodological approaches regarding impact measurement and the measurement of capacity development. In **preparation for the case study** the international and local consultant conducted a **context analysis**. For the purpose of the evaluation we defined a context analysis as a method which visualizes independent factors from the organization which influence the implementation of a NPT project in the given framework conditions. The objective of the context analysis was to assess the institutional framework in which the requesting organisations act.

At the end of the context analysis both consultants developed a **stakeholder map** in which the relations of the two organizations to other relevant stakeholders were visualised (see chapter 5). The development of the stakeholder map had two objectives: First, the stakeholder map visualized all relevant key stakeholders in the education sector and the relevant thematic sector (e.g. agriculture). Second, it explained the relevance of these stakeholders for the supported requested organization. The stakeholder map thereby gave the international and local consultant an overview of the existing stakeholders and their relations with each other. The stakeholder map was finalized after the case study had been implemented (see below).

To develop the stakeholder map the international and local consultant identified in the first step the key stakeholders in the relevant sectors on the basis of the desk research and the context analysis. In the second step, both consultants systemised the identified stakeholders along the following categories:

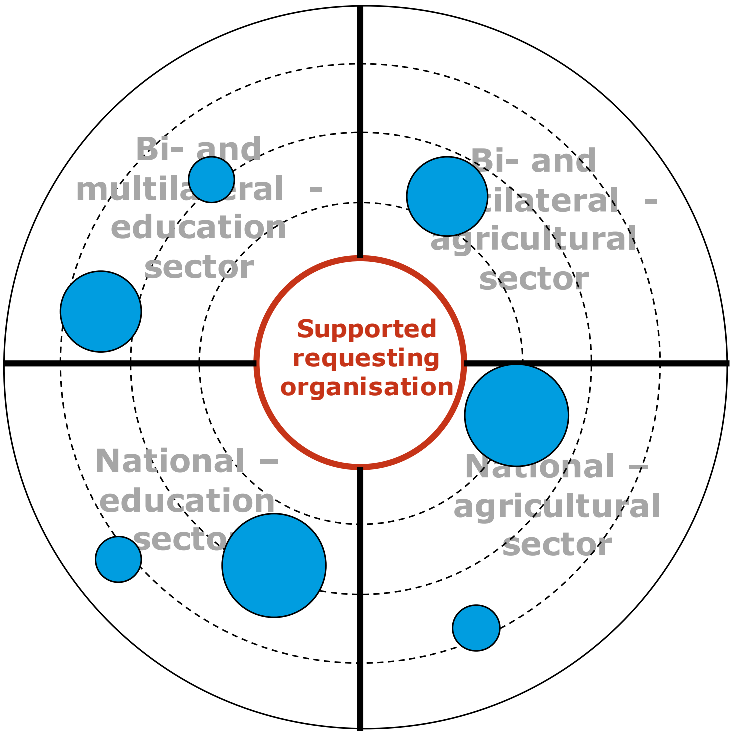
- Bi- and multilateral donors in the education sector (e.g. Swedish International Development Cooperation Agency or World Bank)
- Bi- and multilateral donors in e.g. the agricultural sector (e.g. United Nations World food Programme WFP)
- National institutions in the education sector (e.g. Ministry of Education or accreditation institutes)
- National institutions in e.g. the agricultural sector (e.g. Ministry of Agricultural or private businesses)

Then the local and international consultant evaluated the key stakeholders along the following indicators:

- *Financial means*: This indicator provided information about the financial involvement of the stakeholder in the sector.
- *Influence*: This indicator showed what kind of leverage the stakeholder had regarding policies, programmes, projects, etc.
- *Relationship to the requesting organisation*: This indicator provided information about the existing quality of the relationship between the requesting organisation and the identified stakeholders.

The results of this analysis were summarised for each country in a stakeholder map (see figure 5). The stakeholder maps were used to identify interview partners for the case studies (see chapter 5).

Figure 4: Example of a Stakeholder Map



• The larger the stakeholder icon (blue circles) , the more influence and financial means does the stakeholder has at its disposal in the relevant sector.

• The closer the stakeholder icon is to the supported requesting organisation, the more mature is the existing relationship between the requesting organisation and the relevant stakeholder.

Source: Rambøll Management Consulting 2011

Parallel to the previous analysis the international consultant conducted **desk research** of all relevant project documents and available data. On the basis of this desk research (s)he reconstructed for each of the NPT projects an intervention logic by taking into consideration the overall intervention logic of NICHE and NPT. In **telephone interviews** with the northern partners (s)he discussed and validated the reconstructed intervention logic. During the case studies the intervention logic was validated with the requesting organizations.

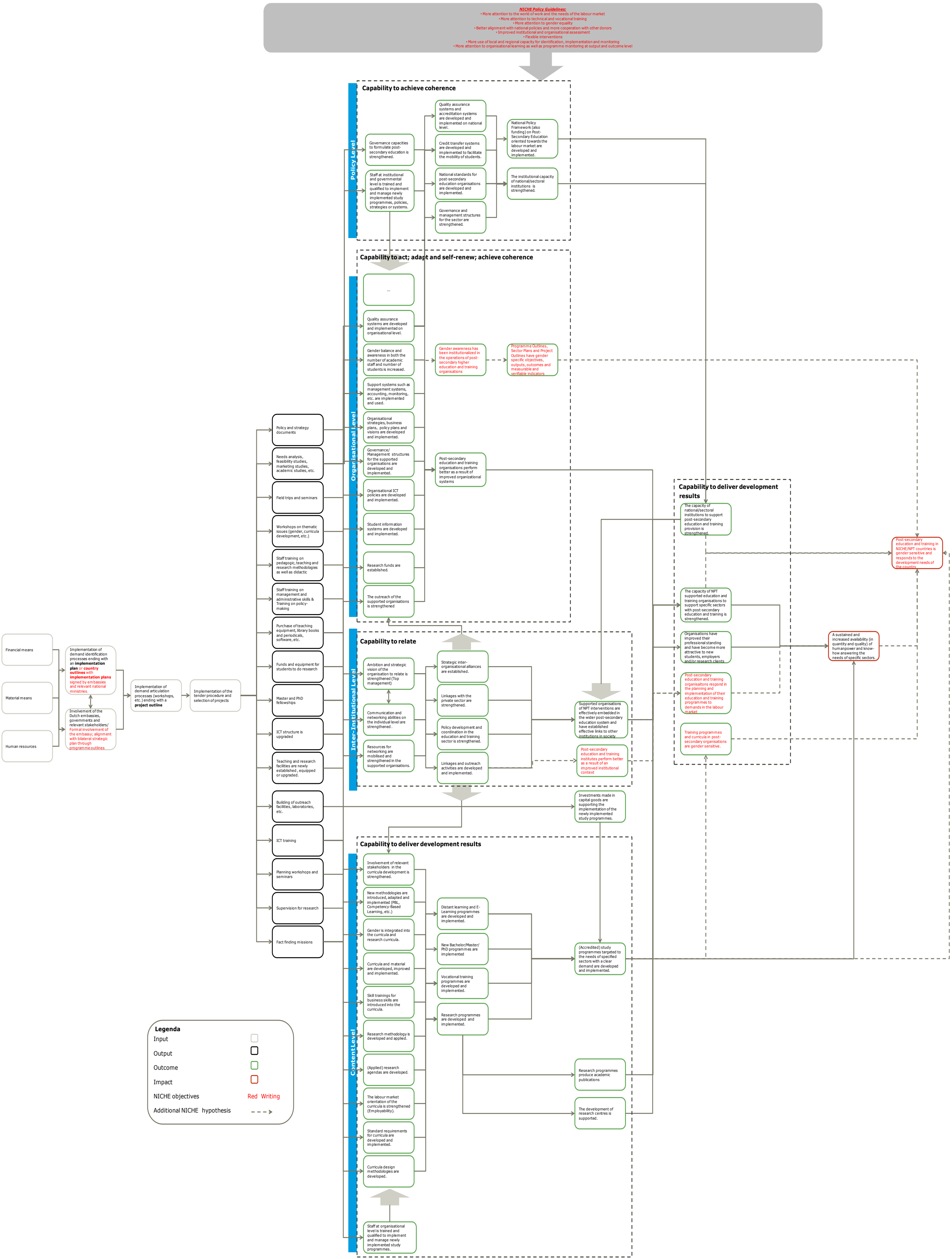
Additionally, the international consultant conducted semi-**structured telephone interviews with the embassy** in her/his case study country and the responsible **programme administrator at Nuffic**. In these interviews (s)he discussed the results of the context analysis, the stakeholder map and the reconstructed intervention logic of the project. (S)he noted down the feedback and revised everything accordingly. Additionally, (s)he asked questions regarding the projects in these interviews in order to gain a deeper understanding of them. All information gained from the interviews and analysis was shared with the local consultant.

All in all, the case studies included six countries (Benin, Ethiopia, Guatemala, Rwanda, South Africa and Vietnam) and 34 pre-selected NPT projects by the Ministry of Foreign Affairs and Nuffic. Within the case studies 172 interviews and workshops were conducted along the methodology to measure effects and the 5C model with the following relevant stakeholder:

- Dutch organisations (ministry, Nuffic, RNEs, etc.): 43
- Requesting organisations (project coordinators, (involved) staff, etc.): 104
- Comparison group (colleges, universities, etc. which did not receive funding): 7
- External stakeholders (national stakeholders, Dutch enterprises as well as bi- and multilateral donors): 18

Furthermore, a survey among staff of the34 visited requesting organisations was conducted to gather additional information. A complete list of all conducted interviews and workshops can be found in annex 1.

2. NPT-NICHE PROGRAMME – INTERVENTION LOGIC



3. ASSESSMENT GRID

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Relevance	What have been the rationale and purpose of NPT and its successor NICHE and are these still valid?	Rationale and purpose	1. Existence of relevant competences in Dutch organisations 2. Added value of Dutch organisations to development cooperation in the field of education	x	x					x		x	
		Validity	1. Alignment with development needs and objectives of a) the partner countries b) the requesting organisations	x	x					x		x	
	Is there still a need for external aid to post-secondary education and what explains this need?	Need assessment	1. Alignment with development needs and objectives of a) the partner countries b) the requesting organisations	x	x					x		x	

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	**In-depth Interviews**	**International Comparison**	**Efficiency Matrix**	**RACI Matrix**	**Survey - Embassies**	**Survey - Project Partners**	**Survey - Alumni**	**Case Studies**	**Focus Groups**
Relevance	How have the NICHE policy priorities been translated into the design and implementation of NICHE programmes and projects at country level?	Programme design	1. Share of granted NICHE projects which include the policy priorities in their methodological design: a) More attention to the world of work and the needs of the labour market b) More attention to technical and vocational training c) More attention to gender equality d) Better alignment with national policies and more cooperation with other donors e) Improved institutional and organizational assessment f) Flexible interventions g) More use of local and regional capacity for identification, implementation and monitoring h) More attention to organisational learning as well as programme monitoring at output and outcome level	x	x								
		Programme implementation	1. Share of project partners (north and south) which view the policy priorities as relevant for their NICHE projects a) More attention to the world of work and the needs of the labour market b) More attention to technical and vocational training c) More attention to gender equality d) Better alignment with national policies and more cooperation with other donors e) Improved institutional and organizational assessment f) Flexible interventions g) More use of local and regional capacity for identification, implementation and monitoring h) More attention to organisational learning as well as programme monitoring at output and outcome level						x	x			
	What developments have taken place in the Netherlands policies as regards international cooperation in post-secondary education and what has been the reasoning behind these developments?	Historical background	1. Description of historical developments in the Netherlands in the field of international cooperation of post-secondary education	x	x								

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Relevance	What has been the relationship with other support provided by the Netherlands to the education sector in developing countries in general and NPT countries in particular?	Coordination with other Netherland programmes in education sector	1. Alignment of NPT/ NICHE with other programmes in the field of education on policy level 2. Realised synergies with other programmes	x	x							x	
		Coordination with other Netherland programmes in NPT countries	1. Alignment of NPT with other Netherland development cooperation programmes in NPT countries 2. Realised synergies with other programmes	x	x							x	
	How do the developments in the Netherlands policies on international cooperation in post-secondary education compare with the policies pursued by other key players and the resources they have available? What are the explanations for the main commonalities and differences observed?	Comparison with other policies of key players	1. Comparison with programmes of other donors regarding a) similarities b) differences c) rationales d) resources	x	x	x							
	What factors explain the involvement of the different types of Netherlands institutions in the programme?	Universities	1. Motivation of universities to participate a) additional financial resources b) professional standing c) development of networks d) increase of knowledge e) personal motivation f) establishment of academic cooperations g) increase of students from the south h) academic publications		x					x		x	x
		HBO institutes	1. Motivation of HBO to participate a) additional financial resources b) professional standing c) development of networks d) increase of knowledge e) personal motivation f) establishment of academic cooperations g) increase of students from the south h) academic publications		x					x		x	x
		Consultancies	1. Motivation of consultancies to participate a) profit b) increase in references c) establishment of networks to acquire new local experts d) follow-up sales e) personal motivation		x					x		x	x
		NGO	1. Motivation for NGOs to participate a) additional financial resources b) Compliance with their values and goals c) contribution to development objectives d) establishment of networks e) increase in references f) personal motivation		x					x		x	x
		Training institutes	1. Motivation of consultancies to participate a) profit b) increase in references c) establishment of networks to acquire new local experts d) follow-up sales e) personal motivation		x					x		x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Relevance	What has been the relationship with other support provided by the Netherlands to the education sector in developing countries in general and NPT countries in particular?	Coordination with other Netherland programmes in education sector	1. Alignment of NPT/ NICHE with other programmes in the field of education on policy level 2. Realised synergies with other programmes	x	x							x	
		Coordination with other Netherland programmes in NPT countries	1. Alignment of NPT with other Netherland development cooperation programmes in NPT countries 2. Realised synergies with other programmes	x	x							x	
	How do the developments in the Netherlands policies on international cooperation in post-secondary education compare with the policies pursued by other key players and the resources they have available? What are the explanations for the main commonalities and differences observed?	Comparison with other policies of key players	1. Comparison with programmes of other donors regarding a) similarities b) differences c) rationales d) resources	x	x	x							
	Have there been side-effects for the participating Netherlands institutions?	Added value	1. Share of Dutch partner which report additional financial resources 2. Share of Dutch partners which could acquire additional references		x					x			
		Self-interest	1. Share of Dutch partners which report profits 2.Share of Dutch partners which report follow up projects 3. Share of Dutch partners which could increase their professional standing		x					x			
		Knowledge capacity	1. Share of Dutch partners which could realise publications 2. Share of Dutch partners which implement projects outside NPT and NICHE with requesting organisations		x					x			
		Internationalisation	1. Share of Dutch partners which could either extend or establish new networks 2. Share of Dutch partners which could acquire more students		x					x			

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Effectiveness	What type of interventions have been used to realise NPT objectives in the countries concerned and what has been the rationale for the choices made?	This question will be answered by synthesising the results of this evaluation		x	x	x	x	x	x	x	x	x	x
	What have been the outcomes of the NPT-financed interventions on policy level? (**capability to achieve coherence within a sector**)	Governance and management structures	1. Changes in governance and management structures a) newly established steering committees b) inter-agency cooperation c) inter-ministerial cooperation						x	x		x	x
		National standards and policies	1. Development of new national standards for curricula 2. Development of policy outlines a) vocational training b) higher education 3. Inclusion of labour market demands in standards and policies						x	x		x	x
		Systems	1. Development of national accreditation systems and necessary institutions 2. Development of national credit transfer systems and necessary institutions 3. Development of national quality assurance systems credit transfer accreditation and necessary institutions						x	x		x	x
		National policy frameworks	1. Development of national policy frameworks 2. Establishment of budget lines for post secondary education 3. Definition of responsibilities for implementation						x	x		x	x
		Support to other organisations in the sector	1. Support for personal knowledge transfers a) networks b) seminars and conferences c) trainings d) provision of information 2. Support for organisational knowledge transfer a) exchange programmes between organisations b) exchange of best practice 3. Support on system level a) establishment of support systems (e.g. accreditation) b) New laws and regulations c) New policy frameworks i) coherent vision ii) coherent goals iii) coherent implementation mechanisms iv) involvement of relevant stakeholders						x	x		x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Effectiveness	What have been the outcomes of the NPT-financed interventions on organisational level?	Gender	1. Gender balance in the number of academic staff 2. Gender balance in the number of students 3. Gender balance in leadership position 4. Existence of gender policies							x		x	
		Capability to act	1. Existence of organisational business plans, strategies and visions 2. Existence of an organigramm 3. Availability of adequate financial resources 4. Availability of adequate human resources 5. Availability of adequate infrastructure 6. Financed infrastructure is supporting the implementation of study and research programmes 7. The organisations possess effective systems regarding a) administration b) finance c) monitoring d) ICT e) Quality assurance f) outreach 8. Leadership has decision autonomy 9. Leadership implements decisions in time 10. Leadership's integrity is accepted by staff and students due to a) effective communication b) information systems c) elected committees 11. Availability of research funds							x		x	x
		Capability to adapt and self-renew	1. The management has an understanding of shifting contexts 2. The management has already adapted to changed contexts 3. The management has in the past encouraged change process 4. The organisation has an active knowledge management system to learn out of past mistakes and successes 5. The organisation possess a incentive system which reward innovation, creativity and change							x		x	
		Capability to achieve coherence	1. Existence of a shared vision and strategy 2. Existence of a set of simple principles which govern the organisation's operations 3. Absence of conflicting visions in the management of the organisation 4. There is a consistency between ambitions, vision, strategy and operations within the organisation.							x		x	
		Professional standing	1. Increase in the number of enrolled student applications 2. Increase of external financial funds 3. Reputation of the supported requesting organisation a) employers b) academic circles							x		x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Effectiveness	What have been the outcomes of the NPT-financed interventions on inter-institutional level?	**Capability to relate**	1. Existence of a strategy and/ or vision to network and relate to other relevant stakeholders 2. Provision of adequate resources for networking 3. Increase in communication and network abilities on individual level 4. Existence of networks with a) private stakeholders b) bi- and multilateral donors c) political stakeholders d) universities and training institutes e) other relevant stakeholders in the sector 5. Network activity a) density of contact b) frequency of contact c) range of contacts 6. Effects of network activities a) influence on policies and laws b) implementation of projects c) acquisition of financial resources d) access to knowledge/ knowledge transfer e) development of new ideas and concepts 7. Theo organisation is seen as politically and socially legitimate by relevant stakeholders 8. The organisation has operational credibility/ reliability in the eye of other stakeholders 9. The organisation is aware of the importance to enter into strategic inter-institutional alliances 10. Increase in outreach activities							x		x	x
	What have been the outcomes of the NPT-financed interventions on content level?	**Capability to deliver development results**	1. Involvement of stakeholders in curricula development a) private stakeholders b) institutes 2. Gender a) Gender is mainstreamed into the content of curricula b) Existence of subjects on gender 3. Knowledge about methodologies on individual level a) curricula design methodologies b) research methodologies c) didactical methodologies 4. Knowledge about methodologies on organisational level (e.g. in form of knowledge centres) a) curricula design methodologies b) research methodologies c) didactical methodologies 5. Existence of standard requirements for curricula 6. Appliance of standard requirements for curricula 7. Implementation of new or improved (accredited) programmes a) distant learning programmes b) E-learning programmes c) Bachelor programmes d) Master programmes e) PhD programmes 8. Implementation of new or improved (accredited) trainings a) vocational training b) skills training c) business skills training d) research methodologies training 9. Content of newly developed programmes are sensitive towards labour market demands 10. Existence of applied research agendas a) answering the needs of the labour market 11. Existence of research centre a) Number of academic publications published 12. Assessment of the quality and relevance of the newly Established/ improved curricula by external							x	x	x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Effectiveness	How are these outcomes assessed in the light of the NPT policy aims?	This question will be answered by synthesising the results of this evaluation											
	What was done at NPT country level to ensure coherence, harmonisation, alignment, and complementarity with government policies and initiatives, projects and programmes of other donors and other projects and programmes financed by the Netherlands? Did this influence the results accomplished under NPT?	Coherence	1. Influence of other Dutch programmes and policies on NPT/ NICHE 2. Influence of NPT/ NICHE on Dutch programmes and policies 3. Influence of other programmes and policies of other donors on NPT/ NICHE 4. Influence of NPT/ NICHE on other donors' programmes and policies						x			x	x
		Harmonisation	1. Objectives of NPT/NICHE are coordinated with other Dutch programmes 2. Objectives of NPT/ NICHE are coordinated with programmes of other donors 3. Realised synergies a) financial resources b) extended scope c) scaling up of effects 4. Enabling and inhibiting factors						x			x	
		Alignment	1. NPT/NICHE processes are aligned with other Dutch programmes 2. NPT/NICHE processes are aligned with programmes of other donors 3. Realised synergies a) financial resources b) extended scope c) scaling up of effects 4. Enabling and inhibiting factors						x			x	

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Impact	What kind of impacts did NPT achieve?	Increased availability of humanpower	1. Share of alumni who are employed in the relevant sector 2. Share of alumni who occupy leadership positions in the sector 3. Responsibilities of alumni in their jobs 4. Acquired competences through their training a) sector expertise b) methodological expertise c) social skills 5. Increased satisfaction of employer with alumni from NPT supported courses								x	x	
	What kind of positive and/ or negative unintended impacts can be observed?	Ability to relate to the international academic debate	1. Share of requesting organisations which have access to ne international academic networks 2. Share of requesting organisations which have access to new academic journals 3. Share of requesting organisations which publish articles in new academic journals 4. Share of requesting organisations which participate in academic conferences 5. Share of requesting organisations which recruit international (PhD) students 6. Share of requesting organisations which have international lecturers as permanent staff							x		x	x
		Long-term cooperation	1. Share of projects which resulted into long-term cooperation between the project partners							x		x	x
		Benefits for Dutch organisations	1. Increase in additional financial resources 2. increase in professional standing 3. Development of networks 4. Increase of knowledge 5. Establishment of academic cooperations 6. Increase of students from the south 7. Increase in academic publications 8. Additional references 9. Follow-up sales							x			
		Involvement and benefits for Dutch enterprises	1. Availability of qualified staff in the sector 2. Cooperations with requesting organisations 3. Positive image of the Netherlands among the NPT alumni									x	

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Sustainability	What specific initiatives were taken to address sustainability concerns?	This question will be answered by synthesising the results of this evaluation		x	x	x	x	x	x	x	x	x	x
	What is the institutional (including human resources) and financial capacity (recurrent budgets) as well as commitment of the institutions that participate in the implementation of NPT projects to continue operating the results realised by these projects?	Institutional sustainability	1. Institutionalisation of project activities in the requesting organisation a) strategic plan b) academic plan c) policies and procedures d) commitment of (top) management 2. Adequate number of staff available for continued implementation a) number of available staff b) number of staff who left for employment elsewhere c) number of current vacancies 3. Staff members continue to perform tasks for which they were trained 4. Local ownership of the project a) percentage of staff involved in project implementation b) project activities integrated into regular tasks of project staff c) initiative for writing project plan, progress report, budgets, etc.	x						x	x	x	x
		Technical sustainability	1. Appropriate equipment and software installed a) User rates of computers, equipment, etc. 2. Adequate number of technical staff available for use and maintenance a) number of qualified staff b) number of technical staff who left for employment elsewhere c) number of technical staff newly employed d) number of current vacancies	x						x	x	x	x
		Academic sustainability	1. Student enrolment trend for supported courses 2. Academic staffing situation trend 3. Outward orientation a) plans for future development of networks b) wishes for future alliances 4. Research results continue to being published (research trend) 5. Mechanisms in place to ensure continued relevance of the curricula/courses 6. Initiatives to attract new students are undertaken on a regular basis 7. Community services provided by the requesting organisation on a regular basis	x						x	x	x	x
		Financial sustainability	1. Good financial management and administration 2. Adequate and sufficient financial staff available 3. Competitive salary level in comparison with external market 4. Reliable transfer of monthly salaries 5. Prospects for a) continued donor support b) third party funds c) contract research is undertaken 6. Sufficient funding is available to finance costs of operation and maintenance of equipment	x						x	x	x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Efficiency	What has been the actual division of responsibilities between and involvement of the different NPT/NICHE stakeholders in programme design and implementation (i.e. from identifying demand, setting country level priorities to project implementation, reporting, monitoring and closure)?	Demand identification	1. Information and Research - responsibilities, accountable, consult and inform (RACI Matrix) 2. Fact-finding missions - RACI Matrix 3. Implementation plan NPT - RACI Matrix 4. Programme outline and sector plans NICHE - RACI Matrix 5. Selection of partners - RACI Matrix	x	x		x	x					
		Demand articulation	1. Information package - responsibilities, accountable, consult and inform (RACI Matrix) 2. Project outline - RACI Matrix 3. Capacity self assessment - RACI Matrix 4. Training in financial administration NICHE - RACI Matrix 5. Quality assessment of project outlines - RACI Matrix	x	x		x	x					
		Tender procedure	1. Publication of tenders - responsibilities, accountable, consult and inform (RACI Matrix) 2. Assessment of the proposals - RACI Matrix 3. Preliminary award of grant - RACI Matrix	x	x		x	x					
		Project implementation	1. Inception period - responsibilities, accountable, consult and inform (RACI Matrix) 2. Assessment of the revised project documents - RACI Matrix 3. Final award of grants - RACI Matrix 4. Monitoring & evaluation - RACI Matrix 5. Financial management - RACI Matrix	x	x		x	x					
	In what manner has the division of responsibilities been arranged and have the arrangements and procedures for both NPT and NICHE been efficient?	The question will be answered by synthesising the results of the evaluation.		x	x	x	x	x	x	x	x	x	x

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Efficiency	Did implementation of the programmes meet the conditions and timelines formulated in the different agreements?	Project management	1. Share of projects which adhered to the agreed timelines a) sector plans b) capacity self-assessment c) project outlines d) tenders e) inception report f) annual reports (Nuffic & projects) g) work plans (projects)	x	x							x	
	Did the stakeholders have the requisite human resources available to effectively carry out their respective responsibilities?	Human resources	1. Share of Dutch partners which state that they had the necessary human resources 2. Share of requesting organisations which state that they had the necessary human resources 3. Qualification of used personal by the Dutch organisations 4. Qualification of used personal by the requesting organisations	x	x							x	
	How do the costs of NPT relate to the achieved effects?	Cost-effectiveness	1. Used inputs compared to achieved outcomes of NPT in a) policy dimension b) organisational dimension c) inter-institutional dimension d) content dimension	x			x	x		x		x	
	How do the costs of NPT/ NICHE relate to the achieved outputs?	Cost-efficiency	1. Used inputs compared to achieved outputs 2. Quality assessment of end products a) implementation plan (NPT) of selected countries b) programme outline and sector plans (NICHE) of selected countries c) selection of partners in the selected countries d) project outline e) capacity self-assessment f) inception report (NICHE: if not available, then tender documents) g) annual reports h) work plans	x			x	x					
	What have been the costs and cost components of the NPT/ NICHE projects and how do these compare with each other?	Cost components	1. Allocation of resources between the different core activities (see above) 2. Comparison between the different NICHE/ NPT projects	x			x	x					

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Efficiency	Did the approach, introduced in 2002, using a process of tendering and opening up of NPT to different type of service providers, lead to an improved cost-quality ratio? What was the influence on the quality of project inputs and outputs?	Cost-quality ratio	1. Level of competition per tender a) Number of organisations tendering b) Type of organisations submitting tenders 2. Assessment by interviewed stakeholders	x	x			x				x	x
	What have been the effects on outcomes on the timing of the involvement of Dutch implementing institutions in the projects (which is after the establishment of project outlines)?	Time of involvement of Dutch organisations	1. Assessment by interviewed stakeholders		x							x	x
	To what extent were regional and/or national education/training providers and institutions involved in project implementation and what have been the (financial) implications thereof?	Involvement of regional stakeholders	1. Share of projects in which regional/ national training organisations were involved 2. Comparison between projects with local training organisations and projects without the involvement of local training organisations	x			x	x				x	

Evaluation Criteria	Evaluation Question	Analytical Focus	Indicators and/or Descriptors	Sources of Verification									
				Desk Research	In-depth Interviews	International Comparison	Efficiency Matrix	RACI Matrix	Survey - Embassies	Survey - Project Partners	Survey - Alumni	Case Studies	Focus Groups
Description & Analysis of the Budget	What has been the financial contribution of the Ministry of Foreign Affairs to NPT/ NICHE in the period 2002 and 2010?	Financial contribution	1. Budget NPT 2002 to 2010 2. Budget NICHE 2009 to 2010 3. Budget utilisation NPT 2002 to 210 4. Budget utilisation NICHE 2009 to 2010	x									
	What has determined the financial involvement of the Ministry of Foreign Affairs?	Reasons	1. Reasons given by interviewed stakeholders	x	x							x	
	What has been the utilisation of the NPT/ NICHE budget in the period 2003-2010, by year, country, number and types of project financed, types of contracts, sectors covered, and by (type of (contracted) institution) in the Netherlands?	Budget utilisation	1. Budget utilisation according to a) year b) country c) number and types of projects financed d) types of contracts e) sectors covered f) type of contracted organisation in the Netherlands	x									
	In addition to the financial contribution of the Ministry of Foreign Affairs, what other costs have been incurred in the same period by the different stakeholders for the implementation of NPT?	Other costs	1. Salaries of persons not accounted for in the projects 2. Infrastructure not accounted for in the projects 3. Administrative burden a) unnecessary regulations b) unclear regulations 4. Procedures which are not accounted for in the projects (e.g. coordination)		x					x			
Lessons	Based on the findings of the evaluation, what lessons can be drawn that are relevant to policy and policy implementation, taking into account also recent changes in the overall Netherlands development cooperation policies?	This question will be answered by synthesising the results of this evaluation		x	x	x	x	x	x	x	x	x	x

4. SURVEY QUESTIONAIRES

4.1 Questionaire NPT-Alumni

1. INTRODUCTION

Welcome to the survey of the Ministry of Foreign Affairs and Nuffic of NPT and NICHE.

This survey is part of the evaluation of NPT and NICHE. You have participated in one or several components within NPT. In this survey, we would like you to share your experiences and personal assessments with us.

The independent evaluation is conducted by Rambøll Management Consulting; all data supplied for this survey will be treated strictly confidential and anonymous. The survey is open until **xx.xx 2011**, please complete the questionnaire by then. Questionnaires received later cannot unfortunately be taken into account for the evaluation.

Practical Information:

Please only use the gray arrows at the bottom of the page in order to navigate through the questionnaire. Click on the right arrow for the next page and on the left arrow to get one page back. Please do not use the "back" and "forward" buttons of your browser because they don't work in this survey. Answers will be saved when you click on the right arrow button. You can navigate back and make changes anytime while answering the questionnaire. At the end of the questionnaire, you can print out the completed questionnaire if you would like to keep it.

*In several questions in the survey, we refer to the "**course**". Some of you participated in a Bachelor program, other participated in a Master program, a PhD, a short course, a single workshop or a vocational training. The term "**course**" refers to the specific program, workshop or course you participated in.*

Rambøll Management Consulting will assist you if you have any **questions about this survey** or in case of problems with content or technology while completing this survey. In this case, please contact our employee xxxx

Via E-Mail: @r-m.com
By phone: 030-30 20 20 0

Thank you very much for your support.

Kind regards,

The survey team of Rambøll Management Consulting

2. PERSONAL DATA

In this first section, we would like to know some personal details about you.

1. **What is your gender?**

❑	Female
❑	Male

2. **What is your year of birth?**

Drop-down menu

3. **In what country do you live?**

Drop-down menu

4. **Which degree do you hold?**

❑	Professor
❑	Doctor/ PhD
❑	Diploma/ Magister/ other university degree
❑	Master degree
❑	Bachelor degree
❑	Other, namely ________________

3. YOUR CURRENT WORK PLACE

In this section, we would like to learn more about your work and the responsibilities related to it.

5. **In what kind of work place do you work now?**

❑	University
❑	National agency
❑	Private company/ consultancy
❑	NGO
❑	Specialised training institute
❑	Vocational education and training centre
❑	Polytechnic college
❑	Ministry
❑	Freelancer
❑	I am currently unemployed.
❑	Other____

6. **On what level does your employer operate?**

❑	Local
❑	Regional
❑	National
❑	International

7. **How many employees does your organization/company have?**

❑	Up to 50 employees
❑	Up to 200 employees
❑	More than 200 employees

8. **Do you hold a leading position at your current work place? By 'leading position' we mean a position either with Human Resources responsibility for employees or with responsibility for a certain field of work.**

❑	Yes, a position with Human Resources responsibility
❑	Yes, a position with responsibility for a field of work
❑	Yes, a position with responsibility for Human Resources and a field of work
❑	No, but within the next five years, I will probably obtain a leading position (with with responsibility for Human Resources and/or a field of work)
❑	No

FILTER QUESTION: If „yes, a position with Human resources Responsibility" or „yes, a position with Human responsibility and a field of work"

9. **For how many employees are you responsible?**

❑	Up to 10 employees
❑	Up to 50 employees
❑	More than 20, namely ____________

FILTER QUESTION: If „yes, a position with responsibility for a certain field of work" or „yes, a position with Human resources responsibility and responsibility for a certain field of work"

10. **What is your responsibility exactly?**

I can decide (alone or with others)...	
❑	...if we *invest work in a certain topic* within my field of work
❑	...if we initiate a *new project* in my department.
❑	...how to allocate budgets within my department.
❑	...how to acquire new sources of funding.

11. **How do you assess your scope of decisions in your current position?**

My position allows me to make decisions that...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does rather not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
… influence *one or more working areas* within my organization.	❑	❑	❑	❑	❑	❑
… influence *the whole organisation/university/company*.	❑	❑	❑	❑	❑	❑
… have influence beyond *my organization.*	❑	❑	❑	❑	❑	❑
… influence long term changes within my organization.	❑	❑	❑	❑	❑	❑
… influence the governance and policy of the whole sector I work in.	❑	❑	❑	❑	❑	❑

4. THE COURSE

In this section, we would like to know more about the course that had been part of the NPT program in the past and that you have completed (more or less) recently.

12. **What sort of course did you complete?**

❑	Bachelor program
❑	Master program
❑	PhD
❑	Short course
❑	Single workshop or seminar
❑	Vocational training
❑	Distant learning program
❑	E-learning program
❑	Tailor-made training
❑	Other, namely ________________

13. **When did you complete the course?**

❑	2000
❑	2001
❑	2002
❑	2003
❑	2004
❑	2005
❑	2006
❑	2007
❑	2008
❑	2009
❑	2010

14. **Where did you complete the course?**

Country

Drop-down menu

City

Drop-down menu

University/organisation

Drop-down menu

15. **In what sector does the topic of the course fall?**

❑	Agriculture, food security
❑	Economy
❑	Education
❑	Energy
❑	Engineering
❑	Finance
❑	Law
❑	Environment, resource management
❑	Medicine/Healthcare
❑	Nutrition
❑	Civil society, democracy
❑	Water
❑	Crisis prevention
❑	Other, namely__________

16. **Do you work in that sector now?**

❑	Yes
❑	No

FILTER QUESTION: If „no“

17. **In what sector do you work now?**

❑	Agriculture, food security
❑	Economy
❑	Education
❑	Energy
❑	Engineering
❑	Finance
❑	Law
❑	Environment, resource management
❑	Medicine/Healthcare
❑	Nutrition
❑	Civil society, democracy
❑	Water
❑	Crisis prevention
❑	Other, namely__________

18. **How do you assess the course in the following aspects?**

	5 Applies fully	**4 Applies**	**3 More or less**	**2 Does rather not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
The course curriculum was clearly structured.	❑	❑	❑	❑	❑	❑
The course curriculum contained elements that were relevant for the labour market in my country.	❑	❑	❑	❑	❑	❑
The teacher/s were competent.	❑	❑	❑	❑	❑	❑
The quality of the course curriculum has been monitored.	❑	❑	❑	❑	❑	❑
The course content was taught using different teaching methods (team work, presentation, lab work etc.)	❑	❑	❑	❑	❑	❑
The course followed clear standards for course participation and completion (exams etc.).	❑	❑	❑	❑	❑	❑
The *content* taught in the course was relevant and useful.	❑	❑	❑	❑	❑	❑
The *(research) methods* taught in the course were relevant and useful.	❑	❑	❑	❑	❑	❑
The equipment at the university/organisation was good.	❑	❑	❑	❑	❑	❑
The supervision and support by the staff was good.	❑	❑	❑	❑	❑	❑
The research facilities were good.	❑	❑	❑	❑	❑	❑

19. **Is the university/organisation at which you completed the course well known throughout the country?**

❑	No, very few people know it.
❑	More or less
❑	Yes, it is well known *throughout* the country.
❑	Yes, it is well known *throughout* the country and beyond.

20. **How is the overall reputation of the university/organisation at which you completed the course?**

❑	Very poor
❑	Poor
❑	Satisfactory
❑	Good
❑	Excellent

21. **Is the reputation of the department the same as the reputation of the overall university/ organisation?**

❑	Yes, it is the same.
❑	No, the reputation of the course department is *better*.
❑	No, the reputation of the course department is *worse*.
❑	I don't know.

22. **The course you participated in emerged from a Dutch capacity development initiative, the NPT program. Did you know that?**

❑	Yes
❑	No

FILTER QUESTION: If "yes"

23. **Did the overall *reputation* of the department *or* the whole university/organisation *change through the NPT program*?**

❑	No, it remained the same.
❑	Yes, it got *a bit better*.
❑	Yes, it got a *lot better.*
❑	Yes, it got a *bit worse.*
❑	Yes, it got *a lot worse.*

24. **In your opinion, did the *reputation* of the university/organisation at which you completed the course *change after the course*?**

❑	No, the reputation remained the *same* in my opinion.
❑	Yes, the reputation *deteriorated* in my opinion.
❑	Yes, the reputation *improved* in my opinion.
❑	I can't say.

5. BENEFITS THROUGH THE COURSE

In this section, we would like to know how you personally benefitted from the course. By 'personally', we mean your benefit with respect to you professional skills, your methodological skills and your social skills.

25. **To what extent have your overall expectations with respect to the course been fulfilled?**

❑	They have not been fulfilled.
❑	They have been fulfilled to some extent.
❑	They have been fulfilled.
❑	They have been exceeded.

FILTER QUESTION: if 'they have not been fulfilled'

26. **What did you miss? Please name up to three aspects.**

1.____
2.____
3.____

27. **How useful did you find the course?**

❑	Not useful at all
❑	Rather not useful
❑	More or less useful
❑	Rather useful
❑	Very useful

28. **Which of the following skills and expertise did you acquire or strengthen through the course? Please think thoroughly and tag all skills you strengthened or acquired.**

❑	Expertise in my field of work
❑	New work methods
❑	Leadership skills
❑	Intercultural skills
❑	Presentation skills
❑	Time management
❑	Self organisation
❑	Decision making
❑	Cooperation with external partners
❑	Team working
❑	Management of change processes in my organization/company
❑	Conflict sensitivity
❑	Project management

FILTER QUESTION: Only the tagged skills

29. **To what extent can you apply these skills in your current work place?**

	Not at all	To some extent	Very much	Can't say
…**tagged skill 1**	❑	❑	❑	❑
… **tagged skill 2**	❑	❑	❑	❑
… **tagged skill 3**	❑	❑	❑	❑

FILTER QUESTION: If at least one skill can be applied.

30. **Based on your course participation, did you initiate change processes at your work place?**

❑	Yes
❑	No

FILTER QUESTION: If "yes"

31. **Of what sort were the change processes?**

Due to my initiative…

❑	…we now have new rules or standards for certain work processes.
❑	… we now focus on new topics.
❑	… we organize work processes differently (e.g. have more team meetings)
❑	…established new cooperation with external partners
❑	…enforced internal cooperation within my organization/company.
❑	…we introduced new teaching methods.
❑	…we conduct more contract research.
❑	…we implement more outreach services.

FILTER QUESTION: If "no"

32. **Why not?**

❑	My employer had other priorities
❑	Lack of financial means
❑	Lack of support by colleagues
❑	Lack of support by my boss
❑	Lack of time to implement the suggested changes

33. **To what extent do the following potential course outcomes apply?**

Through the course …	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does rather not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
…I gained additional knowledge about the status quo of research within my discipline.	❑	❑	❑	❑	❑	❑
…I feel better prepared to work in a leadership position.	❑	❑	❑	❑	❑	❑
… I benefit from new networks.	❑	❑	❑	❑	❑	❑
… I am more successful in preparing and implementing new projects in my job now.	❑	❑	❑	❑	❑	❑
… I received a new position with more responsibility in my job.	❑	❑	❑	❑	❑	❑
… I earn a higher salary today.	❑	❑	❑	❑	❑	❑
… I am more acknowledged by my colleagues and cooperation partners now.	❑	❑	❑	❑	❑	❑

34. **To what extent do the following statements about the network or contacts that potentially emerged through the course participation apply?**

Through the course…	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does rather not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
…I could establish useful contacts within my field of work.	❑	❑	❑	❑	❑	❑
…I could establish useful contacts with other relevant stakeholders.	❑	❑	❑	❑	❑	❑
…I could make useful contacts with Ministries or political actors.	❑	❑	❑	❑	❑	❑
…I have established private contacts.	❑	❑	❑	❑	❑	❑
…I engaged in exchange with other participants that had a great impact on my *personal* development.	❑	❑	❑	❑	❑	❑
…I engaged in exchange with other participants that had a great impact on my *professional* development.	❑	❑	❑	❑	❑	❑
…I am more up to date now with respect to international research debates within the field of the course.	❑	❑	❑	❑	❑	❑
…I have visited conferences or workshops.	❑	❑	❑	❑	❑	❑

6. SUSTAINABILITY

In the last section, we would like to ask you how you assess the changes through the courses on in the long-run.

35. **Please assess the following statements along the scale below from "does not apply at all" to "applies fully".**

	5 Applies fully	4 Applies	3 More or less	2 Does rather not apply	1 Does not apply at all	6 Question is inapplicable
The course influenced my career decisions.	❑	❑	❑	❑	❑	❑
I have spread the methods and expertise I acquired in the course *among colleagues*.	❑	❑	❑	❑	❑	❑
I have spread the methods and expertise I acquired in the course *in conferences and workshops*.	❑	❑	❑	❑	❑	❑
I have spread the methods and expertise I acquired in the course *beyond my work place*.	❑	❑	❑	❑	❑	❑
The expertise and methods I acquired in the course have been adopted in standards or policies in my work place.	❑	❑	❑	❑	❑	❑
I have influenced new standards, policies or rules within my field of work outside of my organisation.	❑	❑	❑	❑	❑	❑

7. CLOSING QUESTIONS

36. **In the upcoming month, we will conduct case studies in your country. Within these case studies, we would also like to conduct interviews with your supervisor if possible. Would your direct supervisor be willing to participate in such an interview?**

❑	Yes
❑	No

FILTER QUESTION: If "yes"

Please indicate the name, organisation, email and telephone number of your direct supervisor so that we can contact him/her.

____

37. **Are there any aspects, in addition to the questions already discussed, you would like to mention to us about the program?**

Offenes Antwortfeld mit Zeichenbegrenzung

4.2 Questionaire Embassies

1. INTRODUCTION

Welcome to the survey of Ministry of Foreign Affairs and Nuffic of NPT and NICHE.

This survey is part of the evaluation of NPT and NICHE. You have participated in one or more projects within the programme. In this survey we would like you to share your experiences and personal assessments with us.

The independent evaluation is conducted by Rambøll Management Consulting; all data supplied for this survey will be treated strictly confidential and anonymous. The survey is open until **xx.xx 2011**, please complete the questionnaire by then. Questionnaires received later can, unfortunately, not be taken into account for the evaluation.

Practical Information:

Please only use the gray arrows at the bottom of the page in order to navigate through the questionnaire. Click on the right arrow for the next page and on the left arrow to get one page back. Please do not use the "back" and "forward" buttons of your browser because they don't work in this survey. Answers will be saved when you click on the right arrow button. You can navigate back and make changes anytime while answering the questionnaire. At the end of the questionnaire, you can print out the completed questionnaire if you would like to keep it.

Some of you might have participated in multiple projects for a period of several years. We are aware of this. If you have participated in several measures, please take all of them into account while answering the questions.

Rambøll Management Consulting will assist you if you have any **questions about this survey** or in case of problems with content or technology while completing this survey. In this case, please contact our employee xxxx

Via E-Mail: @r-m.com
By phone: 030-30 20 20 0

Thank you very much for your support.

Kind regards,

The survey team of Rambøll Management Consulting

2. ABOUT THE PROJECT

1. In the following we would like to ask you some background questions about your involvement in NPT/ NICHE projects. In a first step, we would like to ask in which of the two programmes you have been involved in projects?

❑	I have been involved in NPT project(s).
❑	I am involved/ have been involved in NICHE project(s).
❑	I am involved/ have been involved in NPT and NICHE project(s).

2. In how many NPT and/ or NICHE projects have you been involved?

Drop down menu

❑	1
❑	2
❑	3
❑	...
❑	27
❑	28
❑	29
❑	30

3. In which countries did you implement NPT and/ or NICHE projects? Please choose up to three countries. Select 'no further country' if you have implemented projects in less than 3 countries.

Drop down menus

1st country

❑	Bangladesh
❑	Benin
❑	Colombia
❑	Egypte
❑	Ethiopia
❑	Ghana
❑	Guatemala
❑	Indonesia
❑	Kenya
❑	Rwanda
❑	South Africa
❑	Surinam
❑	Tanzania
❑	Uganda
❑	Vietnam
❑	Zambia

2nd country

❑	No further country
❑	Bangladesh
❑	Benin
❑	…
❑	Vietnam
❑	Zambia

3rd country

❑	No further country
❑	Bangladesh
❑	Benin
❑	…
❑	Vietnam
❑	Zambia

4. In which country are you currently located?

Drop down menu

❑	Bangladesh
❑	Benin
❑	…
❑	Vietnam
❑	Zambia

5. Since when have you been posted in this country?

Drop down menu

❑	1980
❑	1981
❑	1982
❑	…
❑	2009
❑	2010
❑	2011

6. How many projects are currently running in your country?

Drop down menu

Filter: only NPT projects
NPT project(s)

❑	1
❑	2
❑	3
❑	4
❑	5
❑	6
❑	7
❑	8
❑	9
❑	10

Drop down menu

Filter: only NICHE projects
NICHE project(s)

❑	1
❑	2
❑	3
❑	4
❑	5
❑	6
❑	7
❑	8
❑	9
❑	10

3. SITUATION PRIOR TO NPT PROJECTS – FILTER: ONLY NPT PROJECTS

7. **In the following section we would like to ask you questions regarding the situation in the education sector *__before__* the implementation of NPT projects in your country.** For this purpose please ***__choose maximally three statements which describe the situation before the project best.__***

__MC-Auswahl__

Before the projects...						
... there has been no inter-agency or inter-ministerial cooperation.	❑					
... no adequate support systems (e.g. accreditation system or quality-assurance system) existed for the sector.	❑					
... relevant stakeholders in the sector did not cooperate.	❑					
... there were no adequate national standards for curricula.	❑					
... there were no adequate policies for the sector.	❑					
... an orientation towards the needs of the labour market was missing in the sector.	❑					

8. **If the statements did not adequately reflect the situation in the education sector *__prior__* to the project, please briefly explain the situation in a few sentences.**

4. PROJECT IMPLEMENTATION

9. In this section we would like to ask you some questions regarding the actual implementation of [Filter: NPT; NICHE or NPT and NICHE] projects in your country. For this purpose we would like you to assess the following aspects for the implementation of these projects. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

	NPT project(s) Filter: NPT					NICHE project(s) Filter: NICHE					
	5 Applies fully	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
Labour market orientation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Attention to technical and vocational training	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Attention to gender equality	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Alignment with national policies	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Cooperation with other donors	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Usage of local and regional capacity	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Organisational learning	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

10. To what extent are the [Filter: NPT; NICHE or NPT and NICHE] projects aligned and harmonised with other Dutch programmes in the field of development cooperation and programmes of other donors (e.g. World Bank)? For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

	NPT project(s) Filter: NPT					NICHE project(s) Filter: NICHE					
	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
The objectives of the projects are coordinated with other Dutch programmes in the field of development cooperation.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
The processes of the projects are coordinated with other Dutch programmes in the field of development cooperation.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Due to the coordination with other Dutch programmes we could realise synergies.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other Dutch programmes and/ or policies have a big influence on the implementation of the projects.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
[Filter: NPT;NICHE] have a big influence on the implementation of other Dutch programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
The objectives of the projects are coordinated with other bi- and multilateral donors in the field of development cooperation.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

	NPT project(s) Filter: NPT					NICHE project(s) Filter: NICHE					
	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
The processes of the projects are coordinated with other <u>bi- and multilateral donors</u> in the field of development cooperation.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Due to the coordination with other <u>bi- and multilateral donors</u> we could realise synergies.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

11. Please indicate what kind of synergies you could realise with other Dutch programmes.

	NPT project(s) Filter: NPT: Filter: If 10_1 to 10_5: 5 to 3 in Item "Dutch programmes and synergies"						NICHE project(s) Filter: NICHE: Filter: If 10_9 to 10_13: 5 to 3 in Item "Dutch programmes and synergies"					
	5 Applies fully	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
We could broaden the financial resources of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
We could extend the geographical scope of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
We could scale up the impact of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other________________________________												

12. Please indicate what kind of synergies you could realise with other <u>bi- and multilateral donors</u>.

	NPT project(s) **Filter: NPT: Filter: If 10_6 to 10_8: 5 to 3 in Item "bi- and multilateral donors and synergies"**						**NICHE project(s)** **Filter: NICHE** **Filter: If 10_14 to 10_16: 5 to 3 in Item "bi- and multilateral donors and synergies"**					
	5 **Applies fully**	**4** **Applies**	**3** **More or less**	**2** **Does not apply**	**1** **Does not apply at all**	**6** **Question is inapplicable**	**5** **Applies fully**	**4** **Applies**	**3** **More or less**	**2** **Does not apply**	**1** **Does not apply at all**	**6** **Question is inapplicable**
We could broaden the financial resources of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
We could extend the geographical scope of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
We could scale up the impact of the programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other____												

5. PROJECT RESULTS – FILTER: ONLY NPT PROJECTS

13. In the following questions, we would like to ask you about changes which occurred in the education sector of your country due to the implementation of NPT projects. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

Due the projects...	**5** **Applies fully**	**4** **Applies**	**3** **More or less**	**2** **Does not apply**	**1** **Does not apply at all**	**6** **Question is inapplicable**
...changes in the management and governance structure of the sector were strengthened.	❑	❑	❑	❑	❑	❑
... new steering committees, inter-agency cooperations or inter-ministerial cooperation were established.	❑	❑	❑	❑	❑	❑
... new national standards for curricula were adopted.	❑	❑	❑	❑	❑	❑
... new policies and/ or policy frameworks were adopted for the sector	❑	❑	❑	❑	❑	❑
... policies and national frameworks were attuned to the demands of the labour market.	❑	❑	❑	❑	❑	❑
... budget lines for post-secondary education were established.	❑	❑	❑	❑	❑	❑
... national accreditation systems were developed.	❑	❑	❑	❑	❑	❑
... national credit transfer systems were developed.	❑	❑	❑	❑	❑	❑
... national quality assurance systems were developed.	❑	❑	❑	❑	❑	❑
... new laws and regulations were adopted.	❑	❑	❑	❑	❑	❑
... the relevant national ministries now supports relevant stakeholders in the sector through networks, programmes or support systems.	❑	❑	❑	❑	❑	❑

14. Do you consider one of the projects in your country a best practice project?

❑ Yes ❑ No

15. Why do you consider this project as a best practice example? Please give three reasons.

Filter: If question 14 "yes"

1. ______________________________
2. ______________________________
3. ______________________________

4.3 Questionaire Northern and Southern partners

1. INTRODUCTION

Welcome to the survey of Ministry of Foreign Affairs and Nuffic of NPT and NICHE.

This survey is part of the evaluation of NPT and NICHE. You are responsible for the project xxxx within the programme. In this survey we would like you to share your experiences and personal assessments with us.

Some of you might have participated in multiple projects for a period of several years. If you have participated in several measures, please fill in each questionnaire separately for each project. **While answering this questionnaire, please take only the project xxx into account.**

The independent evaluation is conducted by Rambøll Management Consulting; all data supplied for this survey will be treated strictly confidential and anonymous. The survey is open until **xx.xx 2011**, please complete the questionnaire by then. Questionnaires received later cannot unfortunately be taken into account for the evaluation.

Practical Information:

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Rambøll Management Consulting will assist you if you have any **questions about this survey** or in case of problems with content or technology while completing this survey. In this case, please contact our employee xxxx

Via E-Mail: @r-m.com
By phone: 030-30 20 20 0

Thank you very much for your support.

Kind regards,

The survey team of Rambøll Management Consulting

2. ABOUT THE PROJECT

1. In how many NPT and/ or NICHE projects have you been involved?

Drop down menu

❑	1
❑	2
❑	3
❑	…
❑	27
❑	28
❑	29
❑	30

2. Please indicate to us the current status of the project Filter: name of the project.

❑	The project is currently in its tendering phase.
❑	The project is currently in its inception phase.
❑	The project is currently being implemented.
❑	The project has been concluded.

3. Please indicate what kind of position you had in this project.

❑	Project director
❑	Project manager
❑	Member of the project team
❑	Other____

Filter: only DO

4. In what kind of organisation are you employed?

❑	University
❑	International education institute **Filter: only DO**
❑	HBO institutes **Filter: only DO**
❑	Private company/ consultancy
❑	NGO
❑	Specialised training institute
❑	Vocational education and training centre
❑	Polytechnic college **Filter: only RQ**
❑	Ministry **Filter: only RQ**
❑	National agency **Filter: only RQ**
❑	____

5. In the following question we would like to ask you about the motivation of your organisation to participate in NPT/ NICHE. For this purpose please assess the following statements along a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only DO

	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
The participation in these projects increases the professional standing of my organization.	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can develop networks with relevant stakeholders.	❑	❑	❑	❑	❑	❑
The projects generate needed additional financial resources for my organization.	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can increase our knowledge base in certain fields.	❑	❑	❑	❑	❑	❑
The participation in the projects is mainly due to the personal interests and motivations of the employees in our organization.	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can establish academic cooperations with southern partners. **Filter: only university and HBO**	❑	❑	❑	❑	❑	❑
Due to our participation in the projects we can recruit more students from the south. **Filter: only university and HBO**	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can publish more academic publications. **Filter: only university and HBO**	❑	❑	❑	❑	❑	❑
The projects are profitable. **Filter: only consultancies**	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can extend our reference list. **Filter: only consultancies and NGOs**	❑	❑	❑	❑	❑	❑
The participation in the projects enables us to have follow-up sales. **Filter: only consultancies and training institutes**	❑	❑	❑	❑	❑	❑
The projects comply with the values and mission of our organisation. **Filter: NGOs and higher education institutions**	❑	❑	❑	❑	❑	❑
Through our participation in the projects we can contribute to the development in the partner countries. **Filter: NGOs and higher education institutions**	❑	❑	❑	❑	❑	❑

3. SITUATION PRIOR TO THE PROJECT FILTER: ONLY RQ – NPT

6. **In the following section we would like to ask you questions regarding the situation in your organisation *before* the implementation of this NPT project.**
For this purpose please *choose maximally seven statements which describe the situation before the project best.*

MC-Auswahl

Filter: not policy level = ministries and national agencies

Before the project...	
... we did not possess sufficient human capacity to deliver quality education.	❑
... the curricula and programmes did not make use of technologies.	❑
... we experienced a shortage of material and equipment.	❑
... we experienced an inadequacy of research skills and researchers at PhD level.	❑
... we did not know any innovative teaching and learning methodologies.	❑
... we did not possess any mechanisms to disseminate research findings.	❑
... we did not possess adequate organisational systems such as administrative, financial, monitoring or ICT systems.	❑
... the communication within our organisation was poor.	❑
... our organisation had problems to adapt to changing circumstances.	❑
... there were divergent views on the organisation's mission and strategy.	❑
... we did not have links to relevant stakeholders in the sector.	❑
... our curricula were not attuned to the demands of the labour market.	❑
... my organisation did not have the ability to develop curricula on its own.	❑
....we did not pursue an active gender policy.	❑

7. If the statements did not adequately reflect the situation in your organisation *prior* to the project. Please briefly explain the situation in a few sentences.

Filter: not policy level = ministries and national agencies

---

8. **In the following section we would like to ask you questions regarding the situation in the education sector *before* the implementation of this NPT project.**
For this purpose please ***choose maximally three statements which describe the situation before the project best.***

MC-Auswahl

Filter: not universities, etc.; only policy level = ministries and national agencies

Before the projects...						
... there has been no inter-agency or inter-ministerial cooperation.	❑					
... no adequate support systems (e.g. accreditation system or quality-assurance system) existed for the sector.	❑					
... relevant stakeholders in the sector did not cooperate.	❑					
... there were no adequate national standards for curricula.	❑					
... there were no adequate policies for the sector.	❑					
... an orientation towards the needs of the labour market was missing in the sector.	❑					

9. If the statements did not adequately reflect the situation in the education sector *prior* to the project. Please briefly explain the situation in a few sentences.

Filter: Filter: not universities, etc.; only policy level = ministries and national agencies

---

4. PROJECT IMPLEMENTATION AND RESULTS

10. In this section we would like to ask you some questions regarding the actual implementation of your project and if possible concerning the achieved results of your project. For this purpose we would like you to assess the following aspects for the implementation of this project. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only project which are implemented or concluded

	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
Labour market orientation	❑	❑	❑	❑	❑	❑
Attention to technical and vocational training	❑	❑	❑	❑	❑	❑
Attention to gender equality	❑	❑	❑	❑	❑	❑
Alignment with national policies	❑	❑	❑	❑	❑	❑
Cooperation with other donors	❑	❑	❑	❑	❑	❑
Usage of local and regional capacity	❑	❑	❑	❑	❑	❑
Organisational learning	❑	❑	❑	❑	❑	❑

11. In your opinion does the project budget cover all necessary project costs (salaries, infrastructure, communication, etc.).

❑	Yes.
❑	Partially.
❑	No.

12. Please describe the costs which are not covered by the project's budget.

Filter: If no or partially in question 14.

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13. Please explain to us why you chose to work with your Dutch partner organisation. For this purpose please assess the following statements along a scale of 5 (applies fully) to 1 (does not apply at all)

Filter: only RQ in projects past tendering procedure

	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
The Dutch partner organisation has expertise which cannot be provided by any other organisation.	❑	❑	❑	❑	❑	❑
We could not find a different external funding source.	❑	❑	❑	❑	❑	❑
The administrative burden in these projects is lower than in projects of other donors.	❑	❑	❑	❑	❑	❑
The Dutch partner organisation is the only organisation which can provide the needed technologies.	❑	❑	❑	❑	❑	❑
The Dutch partner organisations provide access to international networks which other organisations cannot provide.	❑	❑	❑	❑	❑	❑
Working with Dutch partner is condition of the programme	❑	❑	❑	❑	❑	❑
There was only one bidder.	❑	❑	❑	❑	❑	❑

14. In the following questions, we would like to ask you about changes which occurred in the education sector of your country [Filter DO: the implementing country] due to the implementation of this NPT project. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only policy level = ministries and national agencies

Due the projects...	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
...changes in the management and governance structure of the sector were strengthened.	❑	❑	❑	❑	❑	❑
... new steering committees, inter-agency cooperations or inter-ministerial cooperation were established.	❑	❑	❑	❑	❑	❑
... new national standards for curricula were adopted.	❑	❑	❑	❑	❑	❑
... new policies and/ or policy frameworks were adopted for the sector	❑	❑	❑	❑	❑	❑
... policies and national frameworks were attuned to the demands of the labour market.	❑	❑	❑	❑	❑	❑
... budget lines for post-secondary education were established.	❑	❑	❑	❑	❑	❑
... national accreditation systems were developed.	❑	❑	❑	❑	❑	❑
... national credit transfer systems were developed.	❑	❑	❑	❑	❑	❑
... national quality assurance systems were developed.	❑	❑	❑	❑	❑	❑
... new laws and regulations were adopted.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] now supports relevant stakeholders in the sector through networks, programmes or support systems.	❑	❑	❑	❑	❑	❑

15. In the following questions, we would like to ask you about changes which occurred in your organisation [Filter for DO: in the organisation of the southern partner] due to the implementation of this NPT project. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only NPT projects and not policy level = ministries and national agencies

Due to the project...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
...my organisation [**Filter: the southern partner**] could adopt a better strategy, business plan and/ or vision.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] improved their support systems in the field of administration and/ or finance.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] implemented an adequate ICT system.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] implemented an adequate quality assurance system.	❑	❑	❑	❑	❑	❑
... the communication between leadership and staff in my organisation [**Filter: in organisation of the southern partner**] improved.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] has adequate human resources at its disposal.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] has adopted gender policies.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] is better equipped with the necessary material and equipment.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] is better capable to adapt to changing circumstances.	❑	❑	❑	❑	❑	❑
... adequate knowledge management systems have been implemented in my organisation [**Filter: in organisation of the southern partner**].	❑	❑	❑	❑	❑	❑
... innovation and change is fostered in my organisation [**Filter: the southern partner**].	❑	❑	❑	❑	❑	❑
... there is a new consistency between the ambitions, visions, strategy and operations within my organisation [**Filter: the southern partner**].	❑	❑	❑	❑	❑	❑

... the vision and strategy of my organisation [**Filter: the southern partner**] is known to the majority of our staff.	❑	❑	❑	❑	❑	❑

16. Now we would like to know what kind of changes occurred in the field of education (e.g. curricula development) in your organisation [Filter for DO: in the southern partner] due to the implementation of this NPT project. For your assessment please use a scale of 5 (applies fully) to 1 (does not apply at all).
Filter: only NPT projects and not policy level = ministries and national agencies

Due to the project...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
... my organisation [**Filter: the southern partner**] gained knowledge in curricula design methodologies.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] gained knowledge in research methodologies.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] gained knowledge in didactical methodologies.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] developed and applies standard requirements for curricula.	❑	❑	❑	❑	❑	❑
... gender is now mainstreamed into our curricula [**Filter: the curricula of the southern partner**].	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] improved existing education programmes such as Bachelor, Master or PhD programmes.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] developed new (accredited) education programmes such as Bachelor, Master or PhD programmes.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] improved existing E-Learning and/ or distant learning programmes.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] developed new (accredited) E-Learning and/ or distant learning programmes.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] improved existing trainings such as vocational, skill, research or business skill trainings.	❑	❑	❑	❑	❑	❑

... my organisation [**Filter: the southern partner**] developed new (accredited) trainings such as vocational, skill, research or business skill trainings.	❑	❑	❑	❑	❑	❑
... our education programmes [**Filter: the education programmes of th southern partner**] are more attuned to the demands of the labour market.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] has developed applied research agendas.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] has established new research centres.	❑	❑	❑	❑	❑	❑

17. Please assess in how far this NPT project has contributed to an increase in the professional standing of your organisation [Filter: the southern partner]. To this end please rate the following sentences along a scale of 5 (applies fully) to 5 (does not apply at all).

Filter: only NPT projects and not policy level = ministries and national agencies

Due to the changes established by the project...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
...our reputation [**Filter: of the southern partner**] in the field has increased.	❑	❑	❑	❑	❑	❑
... our recognition [**Filter: of the southern partner**] among relevant stakeholders has increased.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] could diversify its financial basis.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] could acquire more external funding.	❑	❑	❑	❑	❑	❑
... my organisation [**Filter: the southern partner**] could increase the number of enrolled students.	❑	❑	❑	❑	❑	❑

18. Please assess in how far this NPT project has contributed to an increase in the ability of your organisation [Filter: the southern partner] to relate to the international academic debate. To this end please rate the following sentences along a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only NPT projects with RQ = university

Due to the changes established by the project my organisation [**Filter: the southern partner**]...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
... has better access to new international academic networks.	❑	❑	❑	❑	❑	❑
... has better access to new academic journals.	❑	❑	❑	❑	❑	❑
... has published articles in new academic journals.	❑	❑	❑	❑	❑	❑
... participates more often in academic conferences.	❑	❑	❑	❑	❑	❑
... has recruited more international students.	❑	❑	❑	❑	❑	❑
... has international lectures as permanent staff.	❑	❑	❑	❑	❑	❑

19. Finally, we would like you to assess the following statements regarding the situation in your organisation [Filter: in the organisation of the southern partner] *before* this project was implemented and *after* this project was implemented. To this end please rate the following sentences along a scale of 5 (applies fully) to 1 (does not apply at all).

Filter: only NPT projects and not policy level = ministries and national agencies

	Before the project					***After the project***					
My organisation [**Filter: the southern partner**]...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
...possesses adequate human resources, infrastructure, financial resources and support systems to work effectively.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
...can adapt to changing circumstances.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
...vision and strategy is consistent with its operations.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
...possesses linkages and networks with relevant stakeholders.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
...delivers trainings and programmes of high quality which are attuned to the needs of the labour market.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

5. NETWORKING – FILTER: ONLY NPT PROJECTS

20. In this part of the questionnaire we would like to ask you questions regarding the networks your organisation [Filter: the southern partner] possesses and how these have changed due to your participation in this NPT project. For this purpose please assess the following statements along a scale of 5 (applies fully) to 1 (does not apply at all).

The project helped my organisation [**Filter: the southern partner**]...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
...to strengthen its communication and networking abilities.	❑	❑	❑	❑	❑	❑
... to realise the importance of networking.	❑	❑	❑	❑	❑	❑
... to realise that it is important to set aside resources for networking.	❑	❑	❑	❑	❑	❑
.. to strengthen its relations with private organisations.	❑	❑	❑	❑	❑	❑
... to strengthen its relations with bi- and multilateral donors.	❑	❑	❑	❑	❑	❑
... to strengthen its relations with political stakeholders (e.g. ministries).	❑	❑	❑	❑	❑	❑
... to strengthen its relations with universities and training institutes.	❑	❑	❑	❑	❑	❑
... to strengthen its relations with other relevant stakeholders.	❑	❑	❑	❑	❑	❑
... to involve relevant stakeholders in the development of curricula.	❑	❑	❑	❑	❑	❑

21. Now, we would like to know for which purpose your organisation [Filter: the southern partner] is using these existing networks. Please assess the following statements along a scale of 5 (applies fully) to 1 (does not apply at all).

My organisation [**Filter: the southern partner**]...	**5 Applies fully**	**4 Applies**	**3 More or less**	**2 Does not apply**	**1 Does not apply at all**	**6 Question is inapplicable**
...is using the existing networks to exchange knowledge and experiences.	❑	❑	❑	❑	❑	❑
... is using the existing networks to exchange best practice examples.	❑	❑	❑	❑	❑	❑
... is using the existing networks to acquire additional financial resources.	❑	❑	❑	❑	❑	❑
... is using the existing networks to develop new ideas and concepts with other stakeholders of the network.	❑	❑	❑	❑	❑	❑
... is using the existing networks to implement projects with other stakeholders of the network.	❑	❑	❑	❑	❑	❑
... is using the existing networks to influence policies and laws.	❑	❑	❑	❑	❑	❑

22. Please indicate in the following question how often your organisation has direct contact with the listed stakeholders in the existing networks. We thereby define a direct contact as a mutual addressing of network partners.

Filter: only RQ

	Daily	At least once a week	At least once a month	Every half year	At least once a year	Never
Private entities	❑	❑	❑	❑	❑	❑
Bi- and multilateral donors	❑	❑	❑	❑	❑	❑
Political stakeholders (e.g. ministries)	❑	❑	❑	❑	❑	❑
Universities and/ or training institutes	❑	❑	❑	❑	❑	❑
Other stakeholder_____________________________	❑	❑	❑	❑	❑	❑

23. Please assess how with how many stakeholders you have direct contact over the existing network structures. We thereby define a direct contact as a mutual addressing of network partners.

Filter: only RQ

❑	1-5
❑	6-10
❑	11-15
❑	16-25
❑	26-50
❑	More than 50

6. SUSTAINABILITY – FILTER: ONLY NPT PROJECTS WHICH HAVE BEEN CONCLUDED 2010 OR EARLIER

24. In the following section we would like to ask you about the possible institutionalisation of changes introduced by this NPT project in your organisation [Filter: in the organisation of the southern partner]. For this purpose please assess the following statements along a scale of 5 (applies fully) to 1 (does not apply at all).

	5 Applies fully	4 Applies	3 More or less	2 Does not apply	1 Does not apply at all	6 Question is inapplicable
The changes of the project have been institutionalised in the strategic plan or in policies and procedures of my organisation [**Filter: the southern partner**].	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] possesses adequate staff to continue the implementation of the changes.	❑	❑	❑	❑	❑	❑
In the implementation of the project all relevant stakeholders of my organisation [**Filter: the southern partner**] were involved.	❑	❑	❑	❑	❑	❑
The installed equipment is used regularly by my organisation [**Filter: the southern partner**].	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] possesses adequate staff to maintain the installed equipment.	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] has installed mechanisms to ensure the relevance of our curricula. **Filter: only universities and training institutes**	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] regularly implements initiatives to attract new students. **Filter: only universities and training institutes**	❑	❑	❑	❑	❑	❑
The fluctuation of academic staff at my organisation [**Filter: the southern partner**] has been low. **Filter: only universities and training institutes**	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] will also receive external support in the future.	❑	❑	❑	❑	❑	❑

My organisation [**Filter: the southern partner**] possesses sufficient funding to sustain operations and maintenance of the implemented changes.	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] regularly undertakes contract research.	❑	❑	❑	❑	❑	❑
My organisation [**Filter: the southern partner**] is an attractive employer.	❑	❑	❑	❑	❑	❑

4.4. Questionaire Staff Requesting Organisations

1. YOUR BACKGROUND

In which country is your organisation situated?

❑	Benin
❑	Ethiopia
❑	Guatemala
❑	Ruanda
❑	South Africa
❑	Vietnam

What is the name of your organisation?

____

Since when have you been working for this organisation?

❑	Less than one year
❑	1 to 2 years
❑	3 to 4 years
❑	5 to 6 years
❑	6 to 7 years
❑	More than 7 years

2. CHANGES IN YOUR ORGANISATION

1. In the following we would like to ask you questions regarding the situation in your organisation *before* the NPT project was implemented and *after* the project was implemented. To this end please rate the following sentences along the given scale.

	Before the project					***After the project***					
	5 ☺	**4**	**3** 😐	**2**	**1** ☹	**5** ☺	**4**	**3** 😐	**2**	**1** ☹	**Question is inapplicable**
My organisation possesses adequate administrative and/ or financial support structures	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses an adequate ICT system.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses an adequate quality assurance system.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
The communication between the organisation's leadership and the staff is transparent and trusting.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has adequate personnel and staff (in quality and quantity) at its disposal.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has a gender policy in place.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation adapts easily to shifting external demands.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has all necessary equipment and material for research and teaching at its disposal.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

	Before the project					***After the project***					
	5 ☺	**4**	**3** 😐	**2**	**1** ☹	**5** ☺	**4**	**3** 😐	**2**	**1** ☹	**Question is inapplicable**
My organisation has all necessary equipment and material for research and teaching at its disposal.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses adequate knowledge management systems.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation promotes innovation and change by its employees.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses a strategy and/ or vision	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
The vision and/ or strategy of my organisation is known to me.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
I understand how my organisation's vision and strategy relates to my daily work.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

2. In the following we would like to ask you questions regarding the situation <u>in the field of education (e.g. curricula development)</u> in your organisation *<u>before</u>* the NPT project was implemented and *<u>after</u>* the project was implemented. To this end please rate the following sentences along the given scale.

	Before the project					***After the project***					
	5 ☺	**4**	**3** 😐	**2**	**1** ☹	**5** ☺	**4**	**3** 😐	**2**	**1** ☹	**Question is inapplicable**
My organisation possesses adequate knowledge in curricula design methodologies.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses adequate knowledge in research methodologies.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses adequate knowledge in didactical methodologies.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses and applies standard requirements for curricula.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Gender is an essential theme in our curricula.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation implements high quality education programmes such as Bachelor, Master or PhD programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation develops by itself new (accredited) education programmes such as Bachelor, Master or PhD programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation implements high quality E-Learning and/ or distant learning programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

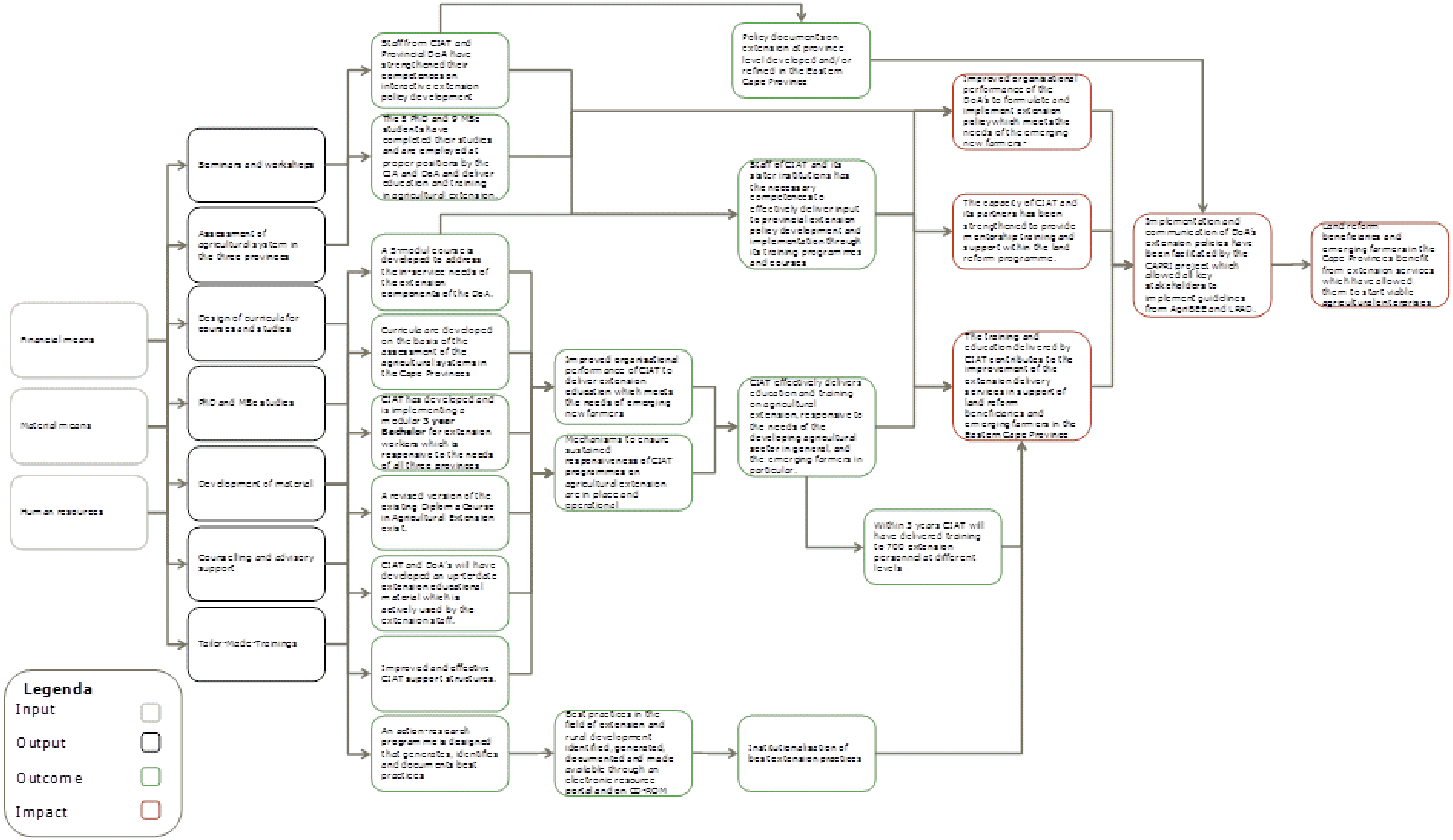
	Before the project					***After the project***					
	5 ☺	**4**	**3** 😐	**2**	**1** ☹	**5** ☺	**4**	**3** 😐	**2**	**1** ☹	**Question is inapplicable**
My organisation develops by itself new (accredited) E-Learning and/ or distant learning programmes.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation implements high quality trainings such as vocational, skill, research or business skill trainings.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation develops by itself new (accredited) trainings such as vocational, skill, research or business skill trainings.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
The education programmes of my organisation are attuned to the demands of the labour market.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation possesses applied research agendas.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
At my organisation new research centres exist.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. Finally, we would like to ask you questions regarding the usage and importance of networks in your organisation *before* the NPT project was implemented and *after* the project was implemented. To this end please rate the following sentences along the given scale.

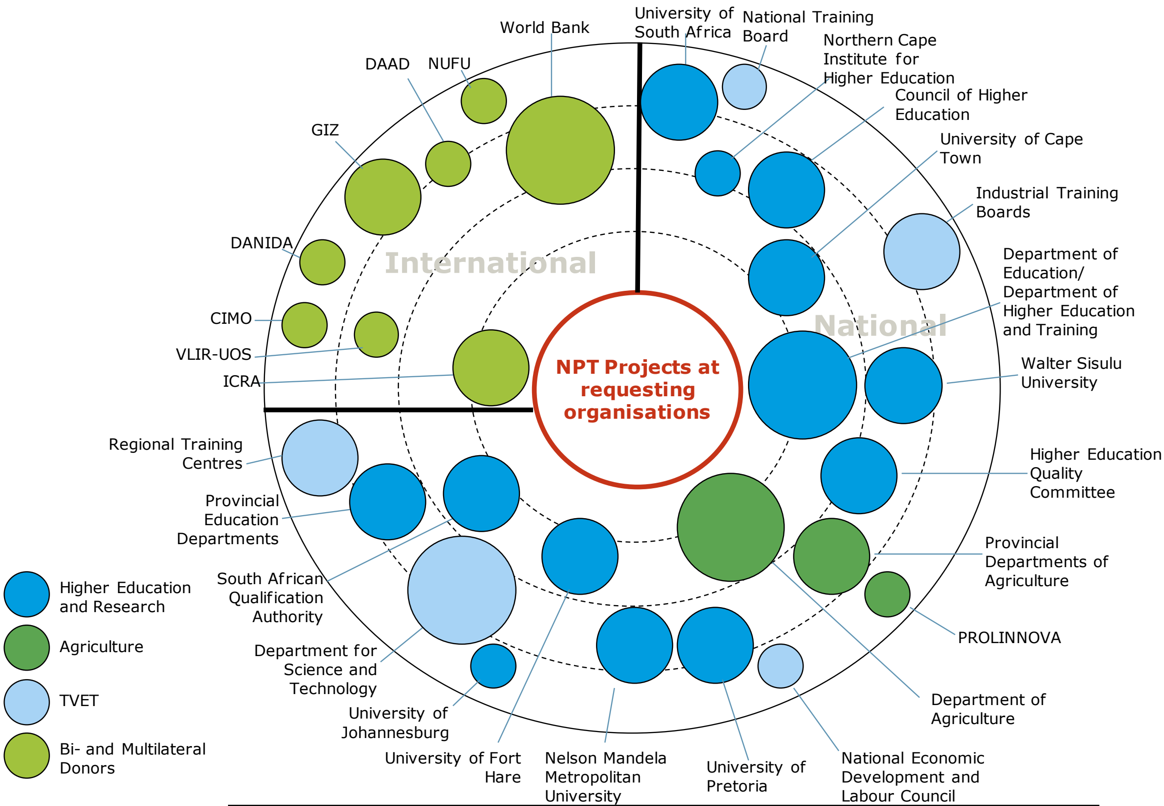
	Before the project					***After the project***					
	5 ☺	**4**	**3** 😐	**2**	**1** ☹	**5** ☺	**4**	**3** 😐	**2**	**1** ☹	**Question is inapplicable**
I possess adequate communication and networking abilities.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
I realise the importance of networking.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has strong relations with private organisations.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has strong relations with bi- and multilateral donors.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has strong relations with political stakeholders (e.g. ministries).	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has strong relations with other universities and training institutions.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation has strong relations with other relevant stakeholders.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
My organisation involves relevant stakeholders in the development of curricula.	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

5. CASE STUDY TOOLS

5.1 Project Intervention Logic (Example)



5.2 Stakeholder Map (Example)



- The larger the stakeholder icon (circles), the more influence and financial means does the stakeholder have at its disposal in the relevant sector.
- The closer the stakeholder icon is to the supported requesting organisation, the more mature is the existing relationship between the requesting organisation and the relevant stakeholder.

6. EFFICIENCY TOOL

6.1 RACI-Matrix

Program life cycle	Ministry of Foreign Affairs	NUFFIC	Embassy	Northern Partner	Southern Partner
1. Demand identification phase					
1.1 Collecting information and conducting research	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
1.2 Conducting fact-finding missions	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
1.3 Drafting of the implementation plan (NPT)	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
1.4 Drafting of the programme outline and sector plans (NICHE)	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
1.5 Selecting project partners	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
2. Demand articulation phase					
2.1 Compiling information package	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
2.2 Setting project outline	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
2.3 Conducting capacity self assessment	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
2.4 Training in financial administration (NICHE)	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
2.5 Quality assessment of project outlines	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
3. Tender procedure phase					
3.1 Publishing tenders	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
3.2 Drafting the proposals	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
3.3 Assessing the proposals	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
3.4 Contract negotiations	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
3.5 Awarding the grants	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4. Project implementation phase					
4.1 Drafting inception report	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.2 Assessing revised project documents	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.3 Drafting project annual report and work plans	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.4 Drafting project financial report	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.5 Drafting programme annual report and financial statements	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.6 Conducting project monitoring & evaluation	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.7 Conducting programme monitoring & evaluation	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --
4.8 Managing project finances	-- Choose --	-- Choose --	-- Choose --	-- Choose --	-- Choose --

6.2 Efficiency-Matrix

Program life cycle			
		External Consultancy Services	**Timeliness of Outputs**
1. Demand Identification	**activities and tasks to be considered**	Has an external consultancy been contracted for delivering the concerned output? If yes, please fill in the number of contracted hours.	Were the outputs delivered on time?
1.1 NPT implementation plan	• information and (desk) research activities • fact-finding activities • selection of project partners • drafting of the implementation plan • related coordination, consultation and information activities	-- Choos hours.	-- Choos
1.2 NICHE programme outline and sector plans	• information and (desk) research activities • fact-finding activities • selection of project partners • drafting of programme outline and sector plans • related coordination, consultation and information activities	-- Choos hours.	-- Choos
2. Demand articulation			
2.1 Project outline	• compiling information package for the requesting organizations • drafting of project outlines • quality assessment of project outlines • related coordination, consultation and information activities	-- Choos hours.	-- Choos
2.2 NPT capacity self assessment	• filling out the checklist • assessment of financial management capacity of the requesting organizations • related coordination, consultation and information activities	-- Choos hours.	-- Choos
2.3 NICHE capacity self assessment	• filling out the checklist • assessment of financial management capacity of the requesting organizations • related coordination, consultation and information activities	-- Choos hours.	-- Choos

3. Tender procedure			
3.1 Project proposals	• publication of tender • drafting and submission of the proposal • assessment of the proposals • related coordination, consultation and information activities	-- Choose -- hours.	-- Choose --
3.2 Contract	• award of grant • contract negotiation • related coordination, consultation and information activities	-- Choose -- hours.	-- Choose --
4. Project implementation			
4.1 Inception report	• revising project proposal • assessment of revised project documents • related coordination, consultation and information activities	-- Choose -- hours.	-- Choose --
4.2 Project annual report	• drafting annual reports • drafting work plans • conducting monitoring & evaluation activities (excluding financial monitoring) • related coordination, consultation and information activities	-- Choose -- hours.	-- Choose --
4.4 Project financial report	• approval of project budgets • keeping records of project expenditures • monitoring of budget • drafting financial report • related coordination, consultation and information activities • contracting of external auditor	-- Choose -- hours.	-- Choose --
4.3 Programme annual report	• drafting annual reports and financial statements • conducting monitoring & evaluation activities (including financial monitoring) • related coordination, consultation and information activities	-- Choose -- hours.	-- Choose --

6.3 SMART-Table

	Indicator/Descriptor				
	S	**M**	**A**	**R**	**T**
General definition/ Output	Specific: This term stresses the need for a clear and unambiguous formulation of goals and structure of a document. The content of a document is specific, when the information delivered clearly states what is expected, why is it important, who's involved, where is it going to happen and which attributes are important.	Measurable: This term addresses the need for concrete criteria to measure the progress toward the attainment of the specific aims the document is drafted for. Measureable content is needed to know whether the issue at stake is making progress. When the key information in a document is measureable, it helps the addressee stay informed and on track of the developments.	Achievable: The information and especially the goals in a document should be realistic and attainable. Therefore, achievable goals are neither out of reach nor meaningless.	Relevant: A document of high quality contains information and sets goals that are relevant to the addressee. Information is therefore relevant when it is worth achieving from an addressee perspective.	Time-Bound: This term underlines the importance of setting time frames. Setting time frames supports the commitment to achieve goals and underlines its attainability in a certain time period.
implementation plan	There is a clear linkage between country objectives, and the NPT/NICHE programs' objectives.	The NPT/NICHE contributions in the intervention sector are described qualitatively and maybe supported with numbers and figures.	The relevant stakeholders are identified. The interconnection and influence of all NPT interventions on the sector are described and analyzed.	Links to laws and regulations in the respective country and sector. The relevant stakeholders are identified.	Time/process milestones for the implementation of NPT/NICHE programs in the country/sector
Points	Country objectives are clear and unambiguous	Numbers and figures are included to support the description and analysis of the intervention sector	The relevant stakeholders in the sector are identified.	The relevant stakeholders in the sector are identified.	The development of the country/sector is described.
	NPT/NICHE program objectives are clear and unambiguous	NPT/NICHE contributions in the sector/country	The planned interconnection of all NPT interventions on the sector are described and analyzed.	Links to laws and regulations in the respective country and sector.	The plan includes process/time milestones for the implementation
	There is a clear linkage between country objectives, and the NPT/NICHE programs' objectives.	Linkage between intervention sector and the NPT/NICHE programs' objectives is described.	The potential influence of all NPT interventions on the sector are described and analyzed.	political factors that can support or hinder the implementation are considered	The suggested process/time for implementation is realistic
Project outline	Need and demand are formulated in a clear and unambiguous way as goals to be achieved both for the sector and the requesting organisation	Presentation of needs and demands is concrete, e.g. it includes numbers, estimates, etc.	Contextual factor supporting or hindering a NPT project intervention are described and analyzed.	Links to laws and regulations in the respective country and sector	Time/process milestones for the implementation of the project
Points	Need and demand are formulated in a clear and unambiguous way	Numbers and figures are included to present demands and needs in the sector/organisation	The relevant stakeholders and their influence in the sector are described	The relevant stakeholders in the sector are identified.	The development trend of the intervention sector is described.
	Need and demand in a sector/organisation are linked to goals to be achieved.	The sector/organisation baseline situation is structured according to the strengths and weaknesses	Trends in sector developments are considered.	Links to laws and regulations in the respective country and sector.	The project outline includes process/time milestones for the project.
	The sector information is embedded into the political, social and economic context. Or: The information about the organisation is embedded into the sector development.	The project baseline differentiates between the different capacity areas.	Political factors that can support or hinder the implementation of the intervention are considered	Political factors that can support or hinder the implementation of the intervention are considered	The suggested process/time for is attainable
capacity self assessment	Results of capacity self assessment are formulated in a clear and unambiguous way and include an assessment of strengths and weaknesses. Interdependencies between the strengths and weaknesses should be included.	Strengths and weaknesses are presented with numbers, trends and examples	An overall assessment of the capacity of the organisation to handle a NPT project is included	A clear statement is done on which capacity a NPT intervention should focus on. The selected capacities should be embedded with an holistic approach of the organisations strengths and weaknesses.	The process and history of institutional capacity development of the requesting organisation is included.
Points	Results of capacity self assessment are formulated in a clear and unambiguous way	Numbers and figures are included to present strengths, weaknesses and capacity baseline	Assessment of the overall capacity of the requesting organisation to handle a NPT project is included	A clear statement is done on which capacity a NPT intervention should focus on.	The past trends of the organisation's capacity development are described.
	Results of capacity self assessment include an assessment of strengths and weaknesses.	Numbers and figures are included to present the capacity baseline	Contextual factors influencing the institutional development of the requesting organisation is included	The goals to achieve are linked to the respective activities/services the organisation delivers	The desired future trends of the organisation's capacity development are described.
	Interdependencies between the strengths and weaknesses are included.	The capacity self assessment is structured according to different capacity dimensions	Internal factors influencing the institutional development of the requesting organisation is included	The selected capacities should be embedded with an holistic approach of the organisations strengths and weaknesses.	A time frame is included which indicates when a certain capacity level needs/or should be achieved
Inception report	Objectives are formulated in a clear and unambiguous way	Proposals for measuring goal achievement at outcome level are considered	Objectives are linked to internal and external circumstances supporting or hindering goal achievement	Project goals are clearly linked to the sector and organisation needs	Objectives are linked to the time frame needed to achieve them
Points	Project objectives are formulated in a clear and unambiguous way	Outline numbers and figures are included to present the baseline situation	The relevant stakeholders and their influence in the sector are analyzed	The relevant stakeholders and their influence in the sector are analyzed	Objectives are linked to the time frame needed to achieve them
	Project objectives in a organisation are linked to goals to be achieved in the intervention sector.	Proposals for measuring goal achievement at outcome level are considered	Contextual trends in sector development are considered.	Contextual trends in sector development are considered.	The time frame includes milestones for the project.
	The organisation's information is embedded into the political, social and economic context of the intervention sector.	proposed activities are clearly linked to planned outcomes	Objectives are linked to internal circumstances supporting or hindering goal achievement	Links to laws and regulations in the respective country and sector.	The suggested time frame is realistic

	Indicator/Descriptor				
	S	M	A	R	T
General definition/ Output	Specific: This term stresses the need for a clear and unambiguous formulation of goals and structure of a document. The content of a document is specific, when the information delivered clearly states what is expected, why is it important, who's involved, where is it going to happen and which attributes are important.	Measurable: This term addresses the need for concrete criteria to measure the progress toward the attainment of the specific aims the document is drafted for. Measureable content is needed to know whether the issue at stake is making progress. When the key information in a document is measureable, it helps the addressee stay informed and on track of the developments.	Achievable: The information and especially the goals in a document should be realistic and attainable. Therefore, achievable goals are neither out of reach nor meaningless.	Relevant: A document of high quality contains information and sets goals that are relevant to the addressee. Information is therefore relevant when it is worth achieving from an addressee perspective.	Time-Bound: This term underlines the importance of setting time frames. Setting time frames supports the commitment to achieve goals and underlines its attainability in a certain time period.
Project annual /final report	Objectives are formulated in a clear and unambiguous way	Objectives have been measured at outcome level	Objectives are linked to internal and external circumstances supporting or hindering goal achievement	Project achievements are clearly linked to the sector and organisation needs	Objectives are linked to the time frame needed to achieve them
Points	Project objectives are formulated in a clear and unambiguous way	Outline numbers and figures are included to present the baseline situation	The relevant stakeholders and their influence in the sector are analyzed	The relevant stakeholders and their influence in the sector are analyzed	Objectives are linked to the time frame needed to achieve them
	Project objectives in a organisation are linked to goals to be achieved in the intervention sector.	Proposals for measuring goal achievement at outcome level are considered	Contextual trends in sector development are considered.	Contextual trends in sector development are considered.	The time frame includes milestones for the project.
	The organisation's information is embedded into the political, social and economic development of the intervention sector.	proposed activities are clearly linked to planned outcomes	Objectives are linked to internal circumstances supporting or hindering goal achievement	Links to laws and regulations in the respective country and sector.	The suggested time frame is/was realistic
Project Budget	Cost are specifically linked to the project's content	Budget description is clear and well structured	Cost-activity relation is realistic	Cost are linked to outcomes of the project	The budget is structured according to the planned timelines of project implementation.
Points	Cost are linked to planned/executed activities	Budget is structured by years of project	Budget is structured by years of project	Costs are linked to activities	Project budget includes time frames in which
	Activities are linked to outcome objectives	Budget is structured by activities	Budget is structured by activities	Activity's costs are linked to outcomes of the project	The time frame includes milestones for the project.
	Cost components are linked to capacity dimensions	Budget is structured by outcomes	Budget is structured by outcomes	outcome costs are linked to overall objectives	The suggested time frame is/was realistic