

# **Evaluation of the Netherlands Fellowship Programme (NFP) 2002-2010**

Final report

Client: Netherlands Ministry of Foreign Affairs

Rotterdam, 11 June 2012





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Rotterdam, 11 June 2012

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# Glossary

|                        |   |
|------------------------|---|
| <b>Alumni</b>          | Individuals that completed one of the NFP modalities (Alumnus for singular)                           |
| <b>Alumni employer</b> | Employing organization the fellow was working for before (s)he entered NFP                            |
| <b>Applicant</b>       | Individual that requests a fellowship   |
| <b>DAAD</b>            | Deutscher Akademischer Austausch Dienst   |
| <b>DAC</b>             | Development Assistance Committee (of the OECD)  |
| <b>Danida</b>          | Danish International Development Agency   |
| <b>DSA</b>             | Daily Subsistence Allowance   |
| <b>DSO</b>             | Department for Social Development   |
| <b>EEA</b>             | European Economic Area  |
| <b>EER</b>             | European Economic Region  |
| <b>EQ</b>              | Evaluation Question   |
| <b>Fellow</b>          | Individual following one of the NFP-modalities  |
| <b>Fellowship</b>      | Scholarship awarded to a fellow   |
| <b>GER</b>             | Gross enrolment rate  |
| <b>Graduate</b>        | Individual that completed a Masters' degree, PhD or Short Course                                      |
| <b>HE</b>              | Higher Education  |
| <b>HEI</b>             | Higher Education Institute  |
| <b>IHE</b>             | UNESCO-IHE: Institute for Water Education   |
| <b>IO</b>              | Internationaal Onderwijs / International Education  |
| <b>IOB</b>             | Inspectie Ontwikkelingssamenwerking en Beleidsevaluatie / Policy and Operations Evaluation Department |
| <b>JICA</b>            | Japan International Cooperation Agency  |
| <b>ISPAC</b>           | International Study Programmes and Courses in Holland   |
| <b>ISS</b>             | Institute of Social Studies (Erasmus University Rotterdam)  |
| <b>KIT</b>             | Koninklijk Instituut voor de Tropen / Royal Tropical Institute  |
| <b>MA</b>              | Masters' degree   |
| <b>MDF</b>             | MDF Training and Consultancy  |
| <b>Modality</b>        | Type of NFP course (Masters' degree, PhD, Short Course, Tailor-Made Training, Refresher course)       |
| <b>MSM</b>             | Maastricht School of Management   |
| <b>MYA</b>             | Multi Year Agreement  |
| <b>NAA</b>             | Netherlands Alumni Association  |
| <b>NFP</b>             | Netherlands Fellowship Program  |

|                                 |   |
|---------------------------------|---|
| <b>NFP eligible countries</b>   | Only countries that are on the NFP country list are eligible for NFP  |
| <b>NGO</b>                      | Non-Governmental Organisation   |
| <b>NICHE</b>                    | Netherlands Initiative for Capacity Building in Higher Education  |
| <b>Non-EEA (non-EER)</b>        | Countries that are not a formal partner in the European Economic Area (EEA) (Iceland, Liechtenstein and Norway) |
| <b>NOMA</b>                     | Norwegian Programme for Master Studies  |
| <b>Norad</b>                    | Norwegian Agency for Development Cooperation  |
| <b>NPT</b>                      | Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity         |
| <b>NUFFIC</b>                   | Netherlands organisation for international cooperation in higher education                                      |
| <b>OECD</b>                     | Organisation for Economic Cooperation and Development   |
| <b>PhD</b>                      | Doctor of Philosophy  |
| <b>PIE</b>                      | Platform for International Education (in the Netherlands)   |
| <b>RC</b>                       | Refresher Course (one of the NFP modalities)  |
| <b>SC</b>                       | Short Course (one of the NFP modalities)  |
| <b>Sub-Saharan Africa (SSA)</b> | African countries south of the Sahara   |
| <b>TMT</b>                      | Tailor made Training (one of the NFP modalities)  |
| <b>ToR</b>                      | Terms of Reference  |
| <b>VLIR-UOS</b>                 | Vlaamse Interuniversitaire Raad – Flemish University Development Cooperation                                    |

# Acknowledgements

This report presents the results of the evaluation of the Netherlands Fellowship Programme (NFP) as it was implemented in the period 2002-2010. It follows from an assignment conducted for the Ministry of Foreign Affairs of the Netherlands/ Department for Social Development (DSO) by a team of evaluators from Ecorys Netherlands.

The *overall purpose* of this evaluation is to account for Netherlands funding and other inputs provided for the NFP in the period 2002-2010 and, based on the findings of this policy evaluation, gain lessons for future policy development and implementation.

For answering the evaluation questions that were formulated in the Terms of Reference a variety of activities was undertaken. These activities could not have been performed without the willingness of many people to participate in interviews, group discussions, questionnaires etc. We all thank them for their cooperation in the evaluation.

A special word of thanks is due to the interviewees in the Netherlands (Nuffic, PIE, HE institutes, ministry of Foreign Affairs) and the representatives of the organisations, the national ministries and embassies which we interviewed during the country visits in Bangladesh, Ethiopia, Ghana, and Uganda. We also thank the NFP fellows and their employers who took the time to fill in the online questionnaires or to participate in one of the interviews that took place in the Netherlands or during the country visits.

Furthermore the evaluation team wishes to thank the members of the Reference Group that was established for the evaluation, consisting of: Kristien Verbrugghen (VLIR), Joep Houterman (Nuffic), Paul de Nooijer (IOB), Jannie de Graaf (DSO), Louise Anten (DSO), JanWillem Oosterbroek (DSO) and Marian van Aalst (DSO). Co-operation with the ministry and the Reference Group has at all times been very helpful and constructive.

Within Ecorys the core team of consultants was effectively assisted by a backstopping team consisting of Annemieke Biesma, Gwen de Bruin, Sander van Cuyk (trainee) and Susan Warmerdam.

The country study visits were performed by Eva van der Boom, in cooperation with Leo Dijkman (Uganda), Anja Willemsen and Annemieke Biesma, in cooperation with Mohammed Mussa (Ethiopia), Clemens Romijn, in cooperation with Golam Rabbani (Bangladesh), Anja Willemsen and Annemieke Biesma, in cooperation with John Adraky (Ghana). On behalf of Ecorys Anneke Slob was in charge of the quality control of the evaluation.

We sincerely hope that the results of this evaluation generated useful insights in the achieved results in the period 2002-2010 and will also contribute to the future strategy of the NFP and policy decisions for an effective and efficient management and implementation of the NFP programmes.

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# Summary

## Introduction

This report presents the findings of the evaluation of the Netherlands Fellowship Programme (NFP) 2002-2010. Overall, the evaluation looked at the implementation of the NFP in the period 2002 (the year in which the programme became fully operational) until 2010. For an assessment of effectiveness and impact, the evaluation focused on fellowships that were completed in the period 2004 to 2009. The evaluation considered all NFP modalities of the period 2002-2010, i.e. short courses, refresher courses, PhD (sandwich) fellowships, and Master's programmes; it also included tailor-made and multi-year agreements up till the moment that these were terminated when the 'renewed' NFP came into force (2008).

Following the Terms of Reference, the evaluation focuses on four key evaluation questions:

1. What development problems featured at the core of the design of NFP in 2002 and in 2008? Are these still valid today, and if so for what reasons?
2. To what extent does the NFP effectively and efficiently 'help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries' in a sustainable manner?
3. To what extent did the Programme contribute to positive public relations for the Netherlands?
4. What lessons can be drawn on the basis of the findings regarding questions 1 to 3, and how can they serve as inputs for future Dutch fellowship policymaking - against a background of changing overall development policies?

These key questions were further detailed in a series of specific evaluation questions, using the OECD/DAC criteria of policy relevance (key question 1), effectiveness and efficiency (key question 2), and impact (key question 3). The primary focus in the evaluation has been on effectiveness, with the evaluation resulting in a number of conclusions that can be used as lessons for future policies (key question 4).

The evaluation took place between August 2011 and March 2011 and was supervised by the Reference Group consisting of officials of the ministry, Nuffic and an independent expert.

## Characteristics and objective of the NFP

The general objective of the NFP is 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'. In practice, the rationale of the programme is that alleviating skills shortages will contribute to qualitatively better functioning organisations, thereby aiming to give a qualitative impulse to society. Since the programme aims to promote the capacity building of organisations, the educational need must be related to the institutional development of the organisation the applicant works for. Therefore, applications must be supported by the employing organisation. With a NFP grant, fellows are enabled to obtain a Master's or a PhD degree or follow a short course at an education institute in the Netherlands.

Between 2002 and 2010, the NFP was implemented through the provision of grants for six types of fellowships/activities:

- **Short Courses** offered by Dutch education institutes and comprising of professional training at post-secondary level in several fields of study.
- **Master's degree programmes** at Dutch higher education institutes. The NFP Nuffic awards the grant covering the fellowship holders' costs, including the tuition fees, to the Dutch institute.
- **PhD studies** can be pursued at 21 Dutch universities and institutes for international education. The research proposal is agreed with one of the Dutch institutions, with the possibility for part of the research to take place in the home country of the fellow. The maximum duration of this fellowship is four years, with a maximum budget of €85,000.
- **Tailor-made Courses** were organised for groups of employees, designed to meet specific needs identified by a requesting organisation. The training courses were of brief duration (1-9 months), did not lead to a formal degree or diploma, and took place either in the Netherlands or in the South (ended after 2008).
- **A Multi-Year Agreement** was an agreement based on a multi-year training programme between the programme manager (Nuffic) and an organisation in a developing country. It aimed to help the selected organisations address their staff development needs on a more structured basis. A Multi-Year Agreement could consist of a mixture of the different modalities (ended after 2008).
- **Refresher Courses:** The aim of refresher courses is to contribute to the institutional development of the employing organisations of NFP alumni and to increase the impact and prolong the effect of the earlier training funded by NFP. The duration of the courses is approximately 2 weeks and often given in countries in the South.

## Participation in the NFP

During the period 2003-2010, approximately 12,750 fellows participated in one of the NFP modalities, excluding the number of participants in the refresher courses, of which 233 were granted, and which have a maximum of 20 participants per course. The total number of NFP fellows that was granted a PhD course is 299. The main focus of the NFP has been on short courses (58% of the NFP fellows) and Master's Courses (38% of the NFP fellows).

Over the period 2003-2010, in total 47% of the grants (for short courses, Master's Courses and PhD studies) were awarded to women, which means that the target of 50% women was almost met, although there were large differences in the ratio of female fellows per country.

Although about 60 countries are eligible for the NFP programme, the participation in the NFP shows a clear focus on a limited number of countries, with almost 50% of the grants being provided to participants from eight countries, with Ethiopia (1147) and Tanzania (1020) being the largest beneficiary countries. This skewed distribution of NFP fellowships across the countries is largely explained by historical patterns that have grown in the demand for NFP fellowships, and the focus of Dutch education institutes on these countries.

The total budget for the NFP programme during the evaluation period 2002-2010 amounted to 244 million euros, excluding the management and implementation costs, which amounted to 12.5 million euros, being about 5% of the programme costs.

## Methodology

In order to carry out an objective and thorough evaluation, an evaluation methodology based on a 'multi-perspective' approach and the combination of quantitative and qualitative research methods - enabling validation of findings - was designed. The evaluation process we undertook consisted of the following activities:

- Desk research of relevant documentation and reports;
- Interviews with Dutch government officials and Nuffic;
- Interviews with 10 Dutch higher education institutes and the Dutch Platform for International Education (PIE);
- Online questionnaire among NFP alumni (2700 fellows; net response rate of 30.7%);
- Online questionnaire among employers of NFP fellows (220 employers; net response rate of 12.7%);
- Field visit studies to Bangladesh, Ethiopia, Ghana, and Uganda. During the field visits, interviews were held with alumni and their employers, embassy staff, government officials and NGOs.

## Main findings

### Relevance

#### *Relevance from an individual perspective*

- The main reasons fellows applied for an NFP fellowship were linked to a mixture of individual and organisation-oriented motives. 'Improving competences', 'enhancing personal development' and 'enhancing one's career opportunities' were particularly mentioned as prominent motives. Additionally, fellows stressed the importance of 'improving the quality of the services of the organisation'. All these motives were supported by a large majority (90% or more) of the NFP alumni. Especially with its supply of a wide variety of courses for mid-career professionals, the NFP seems to offer unique opportunities in higher education which might otherwise not exist for many employees.

#### *Relevance from an employer's perspective*

- In supporting the application of their employees for the NFP, the employers also have a clear focus on the individual development of knowledge and skills of their employees, also with the aim of improving the quality of services of the organisation and enhancing innovation in the organisation. It is noted that the relevance of the NFP programmes as expressed by the employers should be considered with care, because a relatively large number of employers have been NFP fellows in the past, possibly causing a positive bias towards the NFP. At the same time, this fact could be seen as an indicator for the success of the NFP, leading to managerial positions. The country studies also indicated that if given the choice, fellowships would not always be the first instrument selected for capacity building. On the other hand, most employers are committed to paying the salaries of their employees when they are in education or training.

#### *Labour market relevance*

- The country studies indicated a need for structural skills in the organisations and companies whose employees participated in the NFP, although these skills shortages could not often be documented. Furthermore, the available higher education in the developing countries does not seem to have the appropriate mechanisms to effectively respond to skills shortages. The NFP is especially highly valued because of the well-balanced combination of theoretical and practical content of the courses. Additionally, the NFP makes use of accredited Master's courses in the

Netherlands, which in many cases are likely to be of higher quality than the education supply at universities in the South.

#### *Relevance for Dutch Higher Education and the Dutch state*

- It is concluded that the NFP can be of relevance for Dutch HE institutes due to its potential for generating knowledge products (research output, publication, PhDs, new educational programmes, etc.), although the evaluation did not collect concrete information to underpin this assumption. The Netherlands as a state might potentially benefit from the NFP through an improved bilateral relation from the large network of alumni that followed a course in the Netherlands with NFP funding.

#### **Effectiveness**

The effectiveness of the NFP was primarily assessed for the two main target groups of the programmes - the individual fellows and the organisations they work for.

#### *Perceived value of NFP and education and training provided*

- All alumni identified the NFP fellowship to be an important aspect in realising their personal development as well as their knowledge and skills development. Alumni who obtained a Master or PhD stressed that the financial support was essential to their studies.
- Alumni respondents prove to be very positive about the education or training offered by the NFP. The quality of teachers/trainers is appreciated most as nearly all alumni surveyed judge this element of the NFP education or training either as 'good' or 'very good'. Although the practical aspect of the courses is also very much valued, it is also criticized by a number of alumni who would like to have had more practical experiences geared to their local/regional context.

#### *Effects on the individual fellows*

- The NFP alumni benefitted from their participation in NFP in various ways. In particular, benefits were reported regarding increased personal and professional competences, better career perspectives, and increased responsibility and network opportunities. Differences per modality were largely due to the level and length of the courses.
- Positive effects on everyday work were perceived in different areas including increased self confidence, an increased quality of work, an increased working motivation and improved competences in handling complex problems.
- Obtaining a higher degree of education led to a higher level of jobs and/or increased responsibility for about 70% of the alumni surveyed. This is especially the case for alumni who completed a Master's or PhD course. Findings from the field studies showed clear differences in career opportunities in the different countries, related to differences in organisational cultures and career structures.
- Clear differences exist in reported changes in income depending on which modality was followed. Alumni having followed Master's courses are more likely to have experienced a salary increase than alumni from the other NFP modalities.
- With regard to networking, it was found that to a large extent alumni stayed in contact with fellow NFP students, teachers and other foreign students whom they had met during their NFP education or training. There were few contacts with other people or organisations such as businesses and government organisations. The main nature of these contacts are social or for sharing technical advice. Specifically the contacts of alumni who participated in a PhD course are more focused on future cooperation with the organisation that the PhD alumni works for which can be explained by the fact that PhD alumni work more at universities.



### *Effects on the organisation*

The picture with respect to improved organisational functioning is less clear.

- Both alumni and their employers in general felt that their return benefitted the organisations considerably.
- The evidence from the surveys and the field visits point to 'introduction of new techniques and methodologies', 'new technical skills were brought into the organisation' and 'improved quality of services of the organisation' as being the most important effects at organisational level. This provided opportunities for innovation and improved quality of services and products.
- Nevertheless, about 70% of the survey respondents also noted that there could have been more effects for the organisation. Critical findings from the field visits showing often limited possibilities to use the knowledge acquired modify the reported positive impacts even further.

The improved professional competences of the fellows noticeably led to better qualified staff for employers. However, the possibilities to utilise the knowledge and skills gained vary greatly across organisations and are influenced by factors such as the extent to which organisations are receptive to new ideas, the position of the alumni upon return, follow-up by the employer, and availability of resources.

The impact of the NFP education or training at organisational level seems to depend on the critical mass of alumni within an organisation: organisational barriers were found to be lower in organisations where more fellowships were awarded. Also the 'embeddedness' of the training or education in a staff development plan of the organisation and exchange of NFP knowledge with other staff was found to have a positive relation to the effects of the NFP.

Tailor-made training and Multi-year Agreements, which have been seized in 2008, provided opportunities to link the fellowships to the development plan of an organisation. In the case of individual fellowships, the utilisation of newly learned knowledge, skills and competences is very much left to the individuals since the NFP currently does not include any front-end mechanism to involve organisations apart from the letter of recommendation that needs to be provided. Therefore, effects at the organisational level mostly occur on an ad hoc basis and are not necessarily the result of the link of fellowships with other capacity-building activities.

Most employers are satisfied with the content of the NFP education but would like to have a greater involvement in the selection process.

### *Brain drain or brain gain?*

Almost 90% of the alumni surveyed returned to their employer after completing their NFP education or training, whilst over 70% of the alumni surveyed are currently still working for the same employer as when they started their NFP education. Note however, that this number is somewhat influenced by the bigger response rate from alumni that recently completed their education/ training.

Not surprisingly, alumni who increased their education level through a Master's or PhD course left the organisation more frequently. About 70% of the employers surveyed felt that NFP helped the organisation to reduce shortages of skilled manpower and to retain their staff. Most employers however state that they still experience shortages of skilled manpower.

Notwithstanding the fact that most alumni do return to their employer after completing the NFP education, the findings in Ethiopia, Uganda and Bangladesh provide evidence of occasional considerable brain drain at the level of the organisations. The loss of trained employees to other institutions can limit the momentum for institutional development, while possibly being a brain gain for other organisations.

Based on the present tracer study and similar studies, it is likely that the brain drain to other countries is limited as a high number of alumni (85-90%) are still working in their country of origin.

### Impact

The field visits provided some anecdotal evidence of effects at the individual or organisational level that trickled down from the individual to the organisational level, sector level and wider socio-economic environment. These wider effects were either achieved through NFP support to a larger number of trainees from a certain sector or through NFP support to an individual who helped the organisation through her/his actions to develop activities that supported socio-economic development. In general, however, it proved impossible to attribute any societal/economic achievements to NFP.

Based on the long NFP history and consequent large numbers of alumni, it can be assumed that the programme has benefitted bilateral relations with the NFP countries. Nevertheless, the country cases show that alumni information is not actively used by the Dutch government to develop relations between the Netherlands and the NFP countries. No active Netherlands alumni association was present in any of the countries visited. Some of the Dutch education institutes have set up active alumni networks

### Efficiency

The total budget for the NFP programme during the evaluation period 2002-2010 amounted to 244 million euros. The majority of the budget was spent on Master's courses (55%) and on short courses (22%).

Only reviewing the costs, it is clear that the costs for Master's courses and PhDs are much higher due to personal allowances and other costs – around 25,000 euros for a one-year Master's course and approximately 85,000 euros for a four-year PhD course. Obviously, short courses are much cheaper, with an average price of 7,000 to 8,000 euros.

Between 2005 and 2010, the average tuition fee of Master's courses increased by 50%. Since on average the tuition fees form one third of the NFP Master's grants it is not surprising that the rise in tuition fees also led to a considerable increase in total costs of NFP Master's grants. At the same time it is noted that on average the NFP tuition fees are still below the ISPAC tuition fees, which is the fee that Dutch HE institutes charge for foreign (non-EER) students

The changes in tuition fees of short courses have been more modest, more or less fluctuating at around 2,000 euros. Adjusted for course duration however, it was found that the prices of short courses per week have increased even more (55%) than the prices of the Master's courses per month

Regarding the introduction of the new application and selection procedure (SOL), it was found that this potentially improved the efficiency of the application process. In the past there has been serious criticism on the lack of transparency in the selection procedures. In this evaluation it was not feasible to assess whether the new procedures have solved this problem, although the available information indicates that the issue of transparency still needs attention.

### Conclusions

Based on the findings of the evaluation some conclusion can be drawn. These conclusions are presented below in line with the main evaluation criteria: relevance, effectiveness, impact and efficiency. We also present three options for the future.

## Relevance

The overall conclusion regarding relevance is that from an individual employee perspective as well as from an employers perspective the NFP education and training are (still) seen as relevant for increasing knowledge, skills and competences as well as career opportunities of individual employees, and in the view of employers and fellows are also expected to contribute to the quality of the services of the organisation and innovation of the organisation. The relevance of the NFP was underpinned with concrete information from the country studies, although in most cases the shortages could not be documented. The relevance of the NFP for the national or regional labour markets therefore proved difficult to establish.

The relevance of the NFP is also clear in the context of local (higher) education systems which to a large degree does not allow for appropriate responses to demands of the labour market, leading to structural mismatches between the education system (qualifications taught) and the labour market (skills and knowledge requested by employers). So, the education system often does not adequately respond to skills shortages. Not surprisingly, the NFP is especially highly valued by alumni and employers because of its combination of theoretical and practical content and the high quality of its courses. From this it is also concluded that the assumed causal relations which are part of the intervention logic seem to hold. In practice, however there might obstacles and hindering factors limiting the effectiveness of individual education and training in the organisation, which in general are not given serious consideration in the implementation of the programme.

It is also concluded that the NFP can be of relevance for the Dutch HE institutes for its potential to generate knowledge products (research output, publications, PhDs, new educational programmes, etc.), although additional information would be needed to underpin this claim. The same applies for the Netherlands as a state which might potentially benefit through improved bilateral relation from the large network of alumni that followed a course in the Netherlands with NFP funding.

## Effectiveness

The overall conclusion regarding effectiveness is that there is evidence for positive effects of the NFP at the individual level. Effects at the organisational level are more difficult to assess and appear to be lower than for the individual fellows.

Although the total number of NFP fellows is quite substantial also in comparison with other fellowship programmes of other donors, it seems obvious that even in the countries that received the largest number of fellows the number of fellows is limited at national level. This sets clear limits to the ambitions of capacity building and alleviating skills shortages.

## Impacts

The overall conclusions regarding impacts of the NFP is that there is little evidence of contribution of the NFP to socio-economic developments in the regions or countries the fellows reside. This is also due to absence of an intervention logic and well-defined indicators for the contribution of NFP to the wider aims of socio-economic development. In cases anecdotal evidence, collected in the country case studies, seems to indicate a wider impact, however.

## Efficiency

The overall conclusion regarding efficiency is that, contrary to the policy of the Ministry of Foreign Affairs, tuition fees have increased considerably in the period 2002 – 2010. This increase in tuition fees, which form an important part of the NFP grants, is (mainly) due to policies of the Dutch Ministry of Education regarding higher tuition fees for non-EER students, so including the NFP fellows, and the possibility given to the education institutes to charge cost-effective tuition fees for

NFP fellows. Nevertheless, the NFP tuition fees are still below the ISPAC tuition fee level, which is the fee Dutch HE institutes charge for foreign (non-EER) students. From 2010 onwards tuition fees were settled for a period of four years, in the mean time only allowing price indexation (inflation). The effectiveness of this measurement is outside the scope of this evaluation.

It is also concluded that alternative supply structures could reduce the costs of the programme, and should be seriously considered. Options for cost reduction which could be considered are co-financing, using regional institutes and allowing students to enrol in foreign/regional fellowships. Also the possibilities of e-learning could be more explored, including the reasons why the available options on the NFP course list have not or have only very limited been used so far. In general the NFP could use good practices related to a more cost-efficient supply of education and training.

## Options

On the basis of this evaluation, clear policy choices should be made regarding the future of the programme in relation to the main objectives, the number of countries, types and location of courses, and funding options. Of course different combinations are possible.

- *Main policy objective*: this choice relates to the relative emphasis on the various objectives. The ministry should decide on the importance of the various policy objectives related to the improvement of bilateral relations (foreign policy), capacity building (development cooperation) and the internationalisation of Dutch education, and to what extent these objectives can be combined in a single programme. This choice very much influences the three other choices.
- *Number of countries*: this choice relates to the number (concentration vs. enlargement) and type of countries (low income vs. middle income) and who to focus on in these countries.
- *Types and location of courses*: this choice relates to the course supply (restricted or almost no restrictions) and location where the courses are provided (the Netherlands, in partner countries or third countries).
- *Management and cost reduction*: this choice relates to the way the programme is managed and the attention given to economy and cost reduction.

The evaluation team identified three “extreme” options, which are elaborated in more detail in chapter 7. These options are:

### 1. *Continuation of the programme with an emphasis on improvement of bilateral relations and internationalisation of Dutch higher education*

This option takes the Dutch bilateral relations and the internationalisation of higher education in the Netherlands as its point of departure. To a large extent, the NFP would be used as a strategic instrument to improve bilateral relations (economic and public diplomacy) in the long run. At the same time, the programme would put a greater emphasis on the interest of the Netherlands education institutes.

The focus of the programme will be on capacity building, but there would not be an explicit focus on capacity building of organisations. Specific organisations which are of interest to the Netherlands (Foreign Policy) could be approached to propose staff for the programme.

The consequence of this would be that the NFP would remain a relatively open programme with the aim of reaching a large variety of potential candidates from countries that are of interest to the Netherlands. It could even be decided to increase the number of countries, for instance also involving upcoming market countries. Also, a larger focus of the course supply to areas which are of specific interest to the Netherlands business community, such as water management, could be

considered. Considering the emphasis on policy objectives related to foreign policy and education, it would not be logical to finance the programme in this option from Development Cooperation funds

## *2. Continuation of the programme with a clearer emphasis on capacity building (development cooperation)*

In this option, the main focus of NFP on capacity building of organisations and development cooperation policies is further enhanced. This would require fellowships to be combined with other capacity-building activities. The organisations would then become the main focus rather than the individuals, as is currently the case. Therefore, front-end mechanisms to link fellowships to other capacity-building activities in line with well-known capacity-building strategies should be envisaged.

The present evaluation has shown that such a focus cannot realistically be realised in a large number of countries and a limitation of the number of countries (e.g. to partner countries) will be required. The course offer should not be limited to courses in the Netherlands, but the possibility of also having them available in country courses and in the region should be considered.

## *3. Phasing out of the programme*

With a strong focus on capacity building and development cooperation policies, it might be questioned whether a separate fellowship programme should be maintained. Fellowships can also be provided through other capacity-building programmes such as NICHE but also through sector support programmes.



# 1 Introduction

## 1.1 Justification of the evaluation

The Ministry of Foreign Affairs is responsible for coordinating and implementing Dutch foreign policy. The Department for Social Development (DSO) of the Ministry of Foreign Affairs is responsible for developing and implementing Dutch development policies in education, research and innovation, health, HIV/AIDS, sexual and reproductive health and rights, and civil society. DSO is also responsible for the Netherlands Fellowship Programmes (NFP) that have been implemented over the years.

The programme objective of the new NFP as it was launched in 2002 was 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'.<sup>1</sup>

In the Tender Documents two main arguments are mentioned for the requested evaluation of the NFP programme:<sup>2</sup>

- *Need for recent information on the results of the NFP programme:* The former evaluation of the results of the Netherlands Fellowship Programmes was conducted in 2002. The most recent evaluation, conducted in 2006 was more process oriented, giving less evidence of the results accomplished and the extent to which policy objectives had been realized. This calls for more evidence based information on whether the NFP has been able to accomplish what was intended as per the Program's objective, i.e. 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'<sup>3</sup>;
- *Change of focus in Dutch foreign and development cooperation.* The new spearheads of Dutch development cooperation policy, as formulated in the letters to Parliament in November 2010 and March 2011 (e.g. in terms of countries, priority themes et cetera) raises the question how international education programmes could respond optimally to the aims and priorities of these new policies.

The overall purpose of the evaluation is to account for Netherlands funding and other inputs provided for the NFP (in the period 2002-2010) and gain lessons for future policy development and implementation, taking into account also recent changes in the overall Netherlands development cooperation policies.

For the evaluation a supervisory committee was installed by the ministry, consisting of representatives of the ministry of Foreign Affairs, the Inspectorate for development cooperation (IOB), Nuffic and one independent expert (VLIR- Belgium).

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<sup>1</sup> Policy framework of the International Education Policy; House of Representatives, 2000-2001, 22452, No. 16.

<sup>2</sup> Limited bidding tender procedure Evaluation of NFP; FEZ/IM-233/DSO.

<sup>3</sup> Policy framework of the International Education Policy; House of Representatives, 2000-2001, 22452, No. 16.

## 1.2 Key evaluation questions and evaluation criteria

The Tender Document lists the following key evaluation questions:

1. What were the development problems that featured at the basis of the design of NFP in 2002 and in 2008? Are these still valid today, and if so for what reasons?
2. To what extent does the NFP effectively and efficiently 'help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries' in a sustainable manner?
3. To what extent did the Programme contribute to positive public relations for the Netherlands?
4. What lessons can be drawn on the basis of the findings regarding questions 1 to 3, and serve as inputs for future Dutch fellowship policy making – against a background of changing overall development policies?

The key questions were further detailed into a series of specific evaluation questions (EQ), using the OECD/DAC criteria of policy relevance, effectiveness, efficiency<sup>4</sup>. The complete set over evaluation questions are presented in the Annex. Below we give an overview of the evaluation criteria and the main points of attention that are requested by the Tender Document.

**Relevance:** The extent to which the NFP programmes are suited to the priorities and policies of the target group, recipient and donor.

In assessing the relevance of the NFP the Tender Document asks attention for:

- The rationale and the objectives of the NFP as formulated in 2002 and reformulated in 2008; are these still valid today?
- If there is still a need for external support to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'.
- A description and explanation of the NFP policies in the period between 2002 and 2010.
- The way in which general policies have been operationalized in inter alia the selection of NFP countries, selection criteria for applicants, NFP modalities and the selection of NFP courses.
- A comparison of developments in Netherlands international fellowship policies and the policies of other key players and the resources they have available.

**Effectiveness:** the measure of the extent to which the NFP programmes attains its objectives.

In assessing the effectiveness of the NFP the Tender Document asks attention for:

- The concerns about programme effectiveness that influenced the design of NFP in 2002, and in 2008 and the question if they have been addressed effectively?
- The extent to which the NFP fellows completed their training and what factors can explain the rate of completion.
- The assessment by NFP alumni of the value of the NFP training/education in terms of career, increased responsibilities, increased possibilities to train others, increased income, (academic) networking with peers and institutions in the Netherlands.
- The extent to which NFP alumni returned to their employer and were able to utilize their new expertise, knowledge, skills, aptitudes, etc. after returning to their employer. What factors and conditions made this (im)possible (both in relation to the training and the employer)?
- The extent to which the organisations where the NFP alumni work still face qualitative and quantitative vacancies. And the measures these organizations take to fill these vacancies.

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<sup>4</sup> [http://www.oecd.org/document/22/0,2340,en\\_2649\\_34435\\_2086550\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.html).



- The extent to which it can be established that the return of the NFP alumni has influenced the functioning of these organizations. And the factors and conditions that have made this (im)possible. In this context attention needs to be given to the issue of 'brain drain'.

**Impact:** the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators.

In assessing the impact of the NFP the Tender Document asks attention for:

- The indirect contribution made by the NFP to the wider aims of socio-economic development, poverty alleviation and gender equity. For this it is requested to assess how the numbers and types of NFP trainees compare with the recipient countries' quantitative and qualitative shortages of skilled manpower at mid-career level, and their Education and Human Resource policies. And what role do employers play in the socio-economic development in the country?
- The extent to which the NFP Programme contributed to positive economic and political relations for the Netherlands.

**Efficiency** measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results.

In assessing the efficiency of the NFP the Tender Document asks attention for:

- Problems of efficiency that featured at the basis of the design of NFP in 2002, and in 2008.
- The actual division of responsibilities between the NFP stakeholders and the extent to which this division effectively addressed efficiency concerns.
- The manner the division of responsibilities has been arranged and the extent to which the arrangements have been efficient and effective.
- The costs (and cost components) of the different types of fellowships (at different Netherlands training providers) and the way in which these compare with a similar training/education offer provided elsewhere in Europe, the eligible NFP countries and/or countries in the region.
- Indications of extra costs/inefficiencies as a result of the programme being covered by Dutch training institutions.
- Measures taken to minimize fellowship costs and to increase the efficiency of the courses in terms of teaching methodology, implementing modules in partner countries, making use of ICT technology (e-learning).
- The role of the Holland Alumni network and the alumni offices at the Netherlands training providers.

From an evaluator's perspective it can be stated that the evaluation questions and the points of attention raised offer a good coverage of the evaluation OECD/DAC criteria enabling a thorough evaluation of the NFP programmes. Methodological strengths and limitations of the evaluation are discussed in the last section of this chapter.

### 1.3 Scope of the evaluation

#### **Focus on effectiveness**

At the kick-off meeting with the supervisory committee it was agreed that a clear focus for the evaluation is required and that not all questions could be answered in detail. From the Tender Documents it was clear that the focus of the evaluation should be on the effectiveness and impact of the NFP-programme.

### **Relevance in a concise way**

At the kick-off meeting the client indicated that the evaluation questions on relevance only need to be addressed in a concise way and that no comprehensive overview of policy developments is expected in the final report.

### **Efficiency**

The evaluation questions regarding efficiency are partly process oriented (e.g. division of responsibilities) whereas other questions are on costs (and cost components) including a comparison on these issues with similar fellowships in other countries.

During the inception phase the client informed Ecorys on the complex but highly relevant matter of the discussion on the costs of the NFP fellowships. Information on this issue might be hard to collect, also considering the limited resources available for this part of the evaluation.

## **1.4 Methodology and organisation of the evaluation**

The evaluation took place in three phases: 1) Inception; 2) Information gathering, including fieldwork; and 3) Analysis and report writing.

An inception report was produced at the end of the Inception Phase. The fieldwork resulted in four separate country reports which proved to be a rich data source for a better understanding of the results of the programmes and the underlying factors and mechanisms. The country reports are presented as annexes to this report.

### *Phase 1: Inception*

The inception phase consisted of the following activities:

#### **Kick-off meeting**

During the inception phase a kick-off meeting was held with the client (Wednesday 13th July 2011). The aim of the meeting was to discuss and clarify the proposal of Ecorys, and for the client also to emphasise the main focus points of the evaluation of NFP.

#### **Information collection**

During the inception phase, data and information were collected (mainly from Nuffic and DCO). The data and information included programme documentation, policy documents and other relevant documents. A complete list of literature and documents used for this report can be found in the Annex.

#### **Preparation of interview topic guides and questionnaires**

During the inception phase, topic lists for interviews in the Netherlands, interviews for the country studies and topics for the online questionnaires were prepared and discussed with the client. Secondly, a list was made of key persons to be interviewed in the Netherlands (Nuffic, DCO, PIE and the higher education institutes).

#### **Inception report**

Based on this information, an inception report was produced in which the methodology and a comprehensive description of the intervention logic were presented. In addition, the report included a description of the available information to be used for the evaluation. The inception report was discussed with the client.

## *Phase 2: Information gathering*

The phase of information gathering consisted of the following activities:

### **Desk research**

In this phase both qualitative and quantitative information was analysed, such as enrolment in the NFP, policy documents, information on other fellowship programmes, country specific information for the country case studies (Uganda, Ghana, Bangladesh and Ethiopia).

### **Interviews in the Netherlands**

Interviews were held in the Netherlands to gain deeper understanding of the NFP programmes, including the developments that have taken place in 2002 and 2008. Interviews were held with DCO (two group interviews), Nuffic (two group interviews), Platform International Education (3 board members), higher education institutions in the Netherlands (10), NFP fellows present in the Netherlands at the time of the evaluation (two group interviews). A list of interviewed persons can be found in the Annex.

### **Country studies in Uganda, Ghana, Bangladesh and Ethiopia**

Four countries were selected for the country studies. The supervisory committee of the evaluation selected Uganda, Ghana, Bangladesh and Ethiopia based on the number of NFP fellows in each country, the use of multi-year agreements, the focus of NFP on Sub-Saharan Africa, the possibility to focus on the results of the scholarships in sectors of key importance to Netherlands development policies and the possibility to compare the way of selecting candidates for the NFP in Uganda with the way of selecting candidates used by the majority of the embassies. The country studies consisted of interviews with employers, NFP alumni, the Netherlands Embassy, ministries involved in manpower planning, representatives of other fellowship programmes and the alumni association.

For the interviews with NFP-alumni and their employers we followed a stepwise selection procedure, providing a balanced selection of interviewees across sectors, academic disciplines, NFP-modalities and regions. In the Annex this procedure is described in detail.

### **Online questionnaire among NFP alumni**

In order to get a detailed picture of the results of the NFP a tracer study among NFP alumni was conducted. The questionnaire consisted of 48 (closed and open) questions allowing respondents to give their opinion on various aspects of the programme (see annex). Based on Nuffic administration files the questionnaire was distributed by email among 11,325 alumni which completed their NFP education or training between 2002 and 2010. According to Nuffic the gross population of NFP alumni for this period consisted of 11,325 persons. Of the emails sent 2,541 emails bounced, leaving a population of 8,784 alumni. Eventually, and after sending out two reminders, 2,960 (33.7%) alumni responded to the invitation to fill in the questionnaire, which can be considered as quite successful. For the analysis we selected 2,700 (30.7%) respondents that answered at least the first 20 questions of the questionnaire. These 2,700 alumni form our panel of respondents of the alumni questionnaire.<sup>5</sup> The alumni questionnaire was conducted in the period December 2011-January 2012. A comprehensive overview of the back ground characteristics of the NFP fellows can be found in the Annex (annex to chapter 1).

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<sup>55</sup> In the presentation of the result on the questionnaire the actual number of respondents might differ per question since not all questions were obligatory and also because there were some logical skips in the routing of the questionnaire.

By comparing our response population with the Nuffic alumni gross population according to gender, modality, and year of completion we conclude that our response group of alumni represents a representative sample of all NFP alumni (see table 2 in the annex to Chapter 1).

### Online questionnaire among NFP employers

In order to also include the employer's perspective in the assessment of the results of the NFP an online questionnaire was conducted. The employers questionnaire consisted of 31 questions. The questionnaire was sent to the employers that supported the application of the NFP fellow by filling out an employer's statement. Based on the Nuffic administration the questionnaire was sent to 2,952 employers of which 1,207 emails bounced, leaving a gross population of 1,745 employers. After various reminders 220 employers responded which is a response of 12.6%. The employers questionnaire was conducted in the period January – February 2012.

Since we did not possess of any background characteristics of the original employers population it is not possible to assess the representativeness of the response group of employers. However, considering the low response rate the outcomes of the employer's questionnaire should be interpreted with utmost care. A comprehensive overview of the back ground characteristics of the alumni employers can be found in the Annex (annex to chapter 1).

### Phase 3: Consolidation and Reporting

This phase comprised of an analysis of all data gathered and writing of the draft and final report.

## 1.5 Strengths and limitations of the evaluation

The evaluation of the NFP programme took place between August 2011 and March 2012. During this relatively short period a large number of activities was carried out. In this section we would like to highlight the main strengths and the limitations of this evaluation. This can be of help for future evaluations.

### Strengths

The main strengths of the evaluation have been as follows:

- A 'multi-perspective' approach, in which we took into account the views of policy officers, Nuffic programme management, representatives of Dutch higher education (PIE), Dutch higher education institutions, NFP alumni, employers of NFP fellows, representatives of national ministries, NGOs, other donors in the partner countries (during the field visits). Through triangulation of these different perspectives we succeeded in establishing a well balanced view of the results achieved with the NFP.
- Combination of quantitative and various qualitative research methods which enabled us to back up the results of one method with the results of other methods (e.g. questionnaires, interviews and review of documents).
- Cooperation with local consultants during the field visits which proved to be very useful for contacting the right persons and enabling in-depth interview with all relevant stakeholders, and also for collecting and analysing background information on country specific policy issues in the field of higher education.
- In general the willingness of all involved organisations, employers and alumni to participate in the evaluation was very good - making it easier for us to carry out the evaluation. Unfortunately the response to the online questionnaire among employers was not fully satisfactory.
- The use of web-based questionnaires proved to be a good instrument for collecting data among the alumni with a satisfactory response rate of 31%. The available Nuffic database with contact details of alumni appeared to be fairly up-to-date, although one fifth of the send emails bounced.

Contact details of the employers of the NFP alumni were less up-to-date with a large share of bounced emails (almost one third), or possibly indicating less involvement of the employers.

### Limitations

From an evaluation perspective we mention a few limitations of the evaluation:

- A large part of findings from the survey and interviews rely on self-reported benefits by alumni. This may have a positive bias and somewhat overstate the increase in abilities and impacts associated with the NFP education and training. Through the employer survey and interviews during the country visits we have made efforts to involve supervisors and more in-depth critical views of alumni to validate these self-reported skills and behaviour assessments both at individual and organisational level. Regarding the employers, however, it should be mentioned that a considerable number of them once participated in the NFP themselves; of the employers that participated in the online questionnaire one third is a former NFP fellow.
- Interviewed stakeholders might have had an interest in presenting a positive picture of the achievements of the NFP education and training while on the other hand overemphasising the needs for external support in education and training. We sought to independently verify the information collected through the numerous interviews as well as document analysis within the country case studies.
- The selection of countries for the country case studies was made by the supervisory committee of this evaluation. The selection of countries (Uganda, Ghana, Bangladesh and Ethiopia) was based on reasonable criteria like the number of NFP fellows in each country, the use of multi-year agreements, the focus of NFP on Sub-Saharan Africa, the possibility to focus on the results of the scholarships in sectors of key importance to Netherlands development policies and the possibility to compare the way of selecting candidates for the NFP in Uganda with the way of selecting candidates used by the majority of the embassies. It is possible that in the countries that were not visited, the programme might have yielded other outcomes. It was beyond the scope of this evaluation to assess whether this was the case.
- Evaluating the outcomes and impacts of programmes in education and training is complex and concrete results are difficult to measure. By definition education is an investment in development of human capital which is most likely to yield results after several years. This is also the main reason why assessing the attribution effect of programmes for education and training can only be done in a tentative way especially when it comes to outcomes and impacts on the level of the organisation and the national level of the country. Assessing the needs for and impacts of education and training requires information on indicators which is often not available at the right level of detail, if available at all. Through triangulation of various quantitative and qualitative sources we sought to independently come to a well-balanced interpretation and argumentation of the outcomes and impacts of the NFP.
- The evaluation questions regarding efficiency of the NFP proved to be complex and difficult to answer due to a lack of insight in the cost structure of the Programme. Based on the available information the efficiency questions has been answered as good as possible.

## 1.6 Structure of the report

After this introductory chapter the next chapter will give an overview of the various education and training modalities of the NFP and the main policies that have guided the development of the NFP in the period 2002-2010. The following chapters contain the findings of this evaluation regarding relevance (chapter 3), effectiveness (chapter 4), impact (chapter 5) and efficiency (chapter 6). The final chapter presents conclusions and lessons for the future (chapter 7).



## 2 The NFP programme (2002-2010)

### 2.1 Introduction

In this chapter we give an introduction to the NFP, its objectives, modalities and the policies that influenced the programme in the period 2002-2010. We also give a short overview of some key statistics of the programme and a description and analysis of the NFP budget. The second part of the chapter provides a reconstruction of the intervention logic.

### 2.2 Short overview of the programme

#### 2.2.1 Objective

Financed by the Dutch state in the context of development cooperation the Netherlands Fellowship Programmes (NFP) are designed to promote capacity building within organisations by providing training and education to mid-career staff.

The general objective of the NFP is 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries' (Tender Document, p.40).

The NFP specifically aims to address the needs for training in the short-term, focusing on capacity building in a broad spectrum of governmental, private and non-governmental organizations (educational institutes, planning institutes, ministries, private companies, etc.) (Policy framework 2001). The need for training has to be evident within the context of an organization. This implicates that applicants have to be nominated by their employers. By addressing these shortages, the Programme is expected to contribute to qualitatively better functioning organizations, companies, etc. and thereby aims to give a *qualitative impulse* to society.

#### 2.2.2 NFP Modalities

Between 2002 and 2010 the NFP consisted of six modalities: Master Courses, PhD Courses, Short Courses, Refresher Courses, Tailor-Made Training and Multi-Year Agreements. Since 2008, with the start of the renewed NFP, Tailor-Made Training and Multi-Year Agreements were no longer part of NFP. Aside from the fellowships also limited budget was available for subsidising alumni activities. Box 2.1 gives an overview of the NFP modalities and some other key activities.

#### Box 2.1 NFP modalities<sup>6</sup>

Fellowships:

- **Short courses:** These courses vary from two weeks to twelve months and are offered by Dutch education institutes and comprise of professional training at post-secondary level in several fields of study. The fellowship holders can either earn a Dutch certificate or a diploma. The grant is awarded to the Dutch institution which makes logistical arrangements and pays the fellowship holders;
- **Master's degree programmes:** There is a selected number of master's degree programmes at Dutch higher education institutions which can be pursued. The duration of the programmes varies between 9 and 24 months. Nuffic awards the grant covering the fellowship holders' costs, including the tuition

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<sup>6</sup> Nuffic 2010, Brochure on The Netherlands Fellowship Programmes 2011-2012.

fees, to the Dutch institution. By participating, the fellowship holders can earn one of the Dutch degrees: Master of Arts, Master of Science or a Professional Master's degree;

- **PhD studies:** PhD degrees can be pursued at 21 Dutch universities and institutes for international education. The research proposal should be agreed with one of these Dutch institutions. Still, a large portion of the PhD research takes place in the home country of the fellow. The maximum duration of this fellowship is four year with a maximum budget of € 85,000 (€ 74,000 till 2008). The grant is awarded to the Dutch institution which pays the fellowship holder monthly allowances;
- **Tailor made courses** were designed to meet specific needs identified by a requesting organization. These trainings were of a brief duration (between one and nine months), did not lead to a formal degree or diploma and took place either in the Netherlands or in the south.

Subsidies for Alumni activities:

- **Refresher courses:** The aim of refresher courses is to contribute to institutional development of the employing organizations of NFP alumni and to increase the impact and prolong the effect of the earlier training funded by NFP. The duration of the courses is approximately 2 weeks. The course can be provided by the Dutch institution that provided the original course but also by another Dutch institute, as long as this institute is qualified in the field of expertise. The course has a maximum number of participants of 20. Next to NFP alumni, these groups can also include, to a limited extent, colleagues of NFP alumni or staff members of partner institutes in the NFP country;
- **NAA start-up subsidies:** A potential Netherlands Alumni Association in an NFP country can apply for a start-up subsidy. These subsidies are maximized at € 3,000. The subsidy should be used to create the infrastructure necessary and to guarantee basic conditions which are needed for a successful start;
- **Co-financing of alumni activities:** A Netherlands Alumni Association in an NFP country can apply for co-financing of its activities. The maximum co-financing subsidy is €5,000. Another requirement is that at least 25 per cent of the budget must have another source.

Aside from these fellowship modalities and alumni activities the NFP made use of Multi Year Agreements (MYA's). A Multi Year Agreement is an agreement based on a multi-year training programme between Nuffic and a local organization. It aims to help the selected organizations to solve their staff development needs on a more structured basis. A Multi Year Agreement could have consisted of a mixture of the different modalities. A pilot of this modality started in 2003 in 10 countries and by the end of 2005 it was implemented in 8 countries through 18 multi-year agreements.

### Relation NFP – NPT/NICHE

Alongside the introduction of the NFP in 2002 the Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT) was introduced. In 2009 the NPT was renamed into NICHE. For the sake of clarity we briefly give the main differences between the two programmes.

- Whereas the NPT aims to strengthen sustainably post-secondary education and training capacity in developing countries, so as to give them a better chance of generating their own training institutes and manpower in the longer term, the NFP programmes aim to cater for short term training needs and are geared to building capacity in a broad range of governmental, private and non-governmental organisations;
- And whereas the NFP only allows for individual fellowships, NPT/NICHE is more oriented towards institutional cooperation in post-secondary education, although also individual fellowships may be part of the cooperation agreements;
- Another important difference is that whereas for the NFP programmes applicants from 61 countries are eligible for training and education, NPT/NICHE is restricted to a selection of 14 countries.



In 2008 it was decided to transfer the Tailor Made Training (TMT) from the NFP programme to the NPT programme, where it was thought to be of a more coherent and strategic role with other instruments of capacity building.

### 2.2.3 Geographical scope

Between 2002 and 2010 the number of eligible countries varied between 57 (in 2002) and 60 (2010), in the meanwhile being expanded with four fragile states (Burundi, Congo, Sudan, Kosovo). In 2010 the NFP eligible countries were:

- **Sub-Saharan Africa:** Benin, Burkina Faso, Burundi, Cape Verde, Democratic Republic of the Congo, Eritrea, Ethiopia, Ghana, Guinea-Bissau, Ivory Coast, Kenya, Mali, Mozambique, Namibia, Nigeria, Rwanda, Senegal, South Africa, Sudan, Tanzania, Uganda, Zambia, Zimbabwe. In Africa also Egypt is included;
- **Latin American countries:** Bolivia, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Peru. In South America also Surinam is included;
- **Asian countries:** Afghanistan, Armenia, Autonomous Palestinian Territories, Bangladesh, Bhutan Cambodia, Georgia, India, Indonesia, Iran, Jordan, Mongolia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam, Yemen;
- **Central and Eastern Europe:** Albania, Bosnia-Herzegovina, Kosovo, Macedonia, Moldova.

### 2.2.4 Target groups

The target group of NFP consists of mid-career professionals (with at least three years work experience) living and working in and originating from one of the 60 countries on the NFP country list (see above). Aim was to dedicate at least 50% of the number of fellowships to women, and 50% of the available budget on candidates from Sub-Saharan Africa. In 2008, it was decided that more fellowships should be awarded to candidates from deprived regions. The Netherlands Embassies were assigned with the task to formulate priority groups and sectors in the country.

### 2.2.5 NFP course list

The Netherlands Fellowship Programme is broad in scope. In total, each year fellowships are available for around 400 Master degree programmes and 200 Short Courses. In its setup the NFP is supposed to work by a demand-driven approach, reflecting the needs of an organisation or country<sup>7</sup>. From the interview with Nuffic it became clear that the NFP course list is based on information of the Dutch education institutes elaborating on the (assumed) relevance of their courses for developing countries, so not based on a comprehensive analysis of labour market needs. Partly the demand driven approach for the NFP, is reflected in the budget distribution mechanism, in which account is taken of the total number of applications per modality, when distributing the NFP budget. The involvement of the employers is limited to a formal support letter.

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<sup>7</sup> Tender document Evaluation of the Netherlands Fellowship Program (NFP) FEZ/IM-233/DSO.

## 2.3 Implementation of NFP

### 2.3.1 Main stakeholders

The main stakeholders of the NFP and their formal position within the programme are as follows:

#### Ministry of Foreign Affairs

The Ministry of Foreign Affairs is involved with NFP both through the ministry itself as through the Netherlands embassies in the NFP eligible countries. The ministry is responsible for policy making, financing, supervision and external evaluations. The Netherlands embassies in the NFP countries assess all applications for fellowships and have the task to formulate priority groups and sectors in the country. The ministry also approves of the NFP course list that is provided by Nuffic.

#### Nuffic

Nuffic is responsible for NFP management, awarding fellowships, programme monitoring and reporting to the Ministry of Foreign Affairs, administration and accounting, and internal evaluation. Nuffic also compiles the NFP course list with courses for which NFP fellowships can be used. Nuffic guides the selection procedure and assesses proposals for refresher courses and PhD applications. Nuffic also awards subsidies to alumni associations and NFP alumni activities to other Holland Alumni activities, largely funded by the ministry of Education.

#### Netherlands education and training providers

The Dutch institutions are responsible for the content and organization of the courses and programmes. They are also responsible for the administration and accounting of individual fellowships. Moreover, the institutions assess whether applicants are qualified to participate in the programme. There are also some programmes on the NFP Course List that take place, fully or partly, in one of the NFP countries. These are joint or double degree programmes. The Dutch institution and its partner institution are jointly responsible for the programme.

#### Local employers

All applications should be supported by the applicant's employer to be eligible for NFP. With this requirement, it is believed that NFP will meet the training needs of the organisation the applicant is working for and therefore assures institutional development of the local organisations.

### 2.3.2 Selection of participants

During its existence the NFP experienced various changes in its selection procedures. Two main periods can be distinguished, namely the old selection procedure which lasted from 2003 till December 2010, and the new selection procedure which has been in use since February 2011. Figure 3.1 gives a graphic overview of the two procedures. Strictly speaking only the old selection procedure is part of this evaluation. However, since the evaluation also will show lessons learned, it is evident that the new selection procedure also needs to be taken into account.

#### Old selection procedure (until January 2011)<sup>8</sup>:

- Students ask for admission to a Dutch higher education institution. Students receive a letter from the institution if they have admission;
- The applicant applies for a fellowship at the Dutch embassy. The application must contain several documents indicating:
  - a. Educational requirements;

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<sup>8</sup> Nuffic. (2010). The Netherlands Fellowship Programmes (NFP) 2011-2012. Den Haag: Nuffic.

- b. Sufficient command of English;
  - c. A letter from the candidate's employer confirming the candidate's study plans and guaranteeing to continue to pay the candidate's salary during the period of study;
  - d. Copy of passport (and birth certificate).
- The Netherlands embassy checks eligibility criteria (Box 2.2). If the applicant is eligible for NFP, the embassy sends the application to Nuffic;
  - Nuffic decides how many fellowships will be available for each programme, based on the number of applications per course per modality;
  - The Dutch institutions select candidates that receive the fellowship based on academic skills; if there are more candidates than fellowships the Dutch institution can make their own selection of applicants using on their own (academic) selection criteria;
  - Nuffic awards the fellowships to the Dutch institutions that pay the fellows the fellowships (monthly allowance, study material, et cetera).

**Box 2.2 Eligibility for master's degree programmes<sup>9</sup>:**

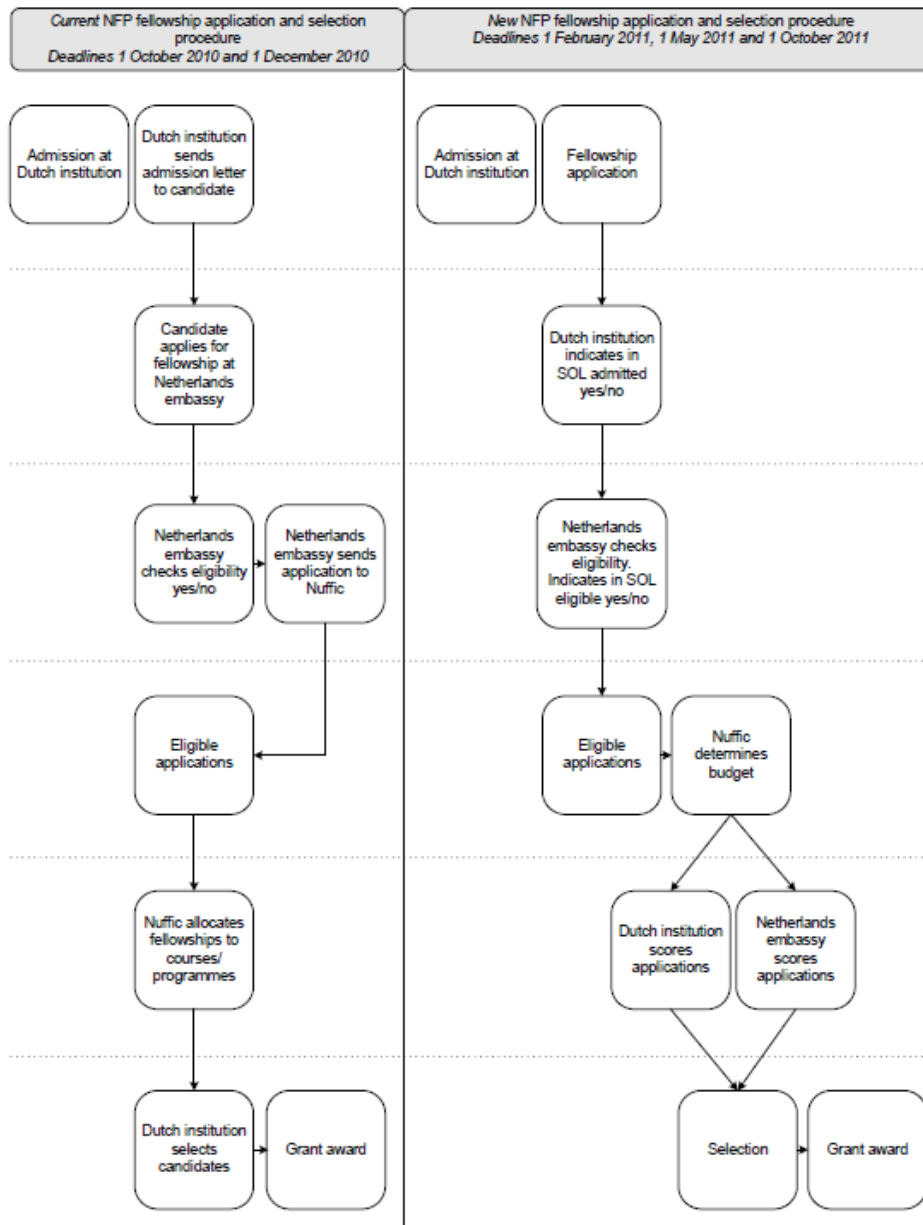
If a person wants to apply for an NFP fellowship for a master's degree programme (s)he must:

- *be a mid-career professional with at least three years' work experience;*
- *be a national of, and working and living in one of the developing countries on the NFP country list valid at the time of application;*
- *be nominated by your employer, who pledges to continue paying your salary and guarantees that you will be able to return to the same or an equivalent position at the end of your fellowship period;*
- *have been unconditionally admitted by a Dutch institution to one of the Master's Degree Programmes on the course list. This means that you must have met all the requirements set by the Dutch institution;*
- *not already have received an NFP master's degree fellowship;*
- *not be employed by:*
  - *a multinational corporation (e.g. Shell, Unilever);*
  - *a large national and/or commercial organisation;*
  - *a bilateral donor organisation (e.g. USAID, DFID, Danida, Sida, BuZa, FinAid, AusAid, ADC, SwissAid);*
  - *a multilateral donor organisation, (e.g. a UN organisation, the World Bank, the IMF, Asian Development Bank, African Development Bank, IADB);*
  - *an international NGO (e.g. Oxfam, Plan, Care).*
- *have completed and submitted an NFP master's degree programme application, including all the required documentation, before the fellowship application deadline;*
- *be employed in an area to which the study will make a relevant contribution;*
- *have a clear-cut, functional relationship with a relevant organization and be in a position to introduce the newly acquired skills and knowledge into that organization;*
- *be available for the entire period of the programme and be physically and mentally able to take part in the entire programme;*
- *endorse the objective and the aim of the NFP. The aim of the NFP cannot be reached if you do not return to your own country. Nuffic would like to urge you to return to your home country upon finishing the course or programme to meet the NFP aim in the most effective way.*

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<sup>9</sup> Similar but slightly different conditions for Short courses and PhD studies can be found on the Nuffic website.

Figure 2.1 Old (until January 2011) and new selection procedure (February 2011-current) of the NFP



Source: NFP brochure 2011/2012.

**New selection procedure (from February 2011 – current):<sup>10</sup>**

1. Students ask for admission to a Dutch higher education institution. Students receive a letter from the institution if they have admission:
  - The applicant has to submit a digital application through SOL (Scholarship OnLine), in some cases hard-copy applications are accepted (which are entered in SOL by Nuffic). The application contains:
    - a A digital application or paper application form;
    - b A letter from the candidate’s employer confirming the candidate’s study plans and guaranteeing to continue to pay the candidate’s salary during the period of study;
    - c Copy of passport.
  - The Dutch institution indicates (in SOL) whether applicant has admission to the institution;

<sup>10</sup> Nuffic. (2010). The Netherlands Fellowship Programmes (NFP) 2011-2012. Den Haag: Nuffic.

- The Netherlands embassy checks eligibility criteria (Box 2.2) and indicates in SOL whether applicant is eligible for NFP;
- Nuffic determines the budget per country based on the number of eligible applications per country and the NFP results in the past year:
  - d Dutch institutions score application by looking at academic skills;
  - e Netherlands embassy scores application by looking at relevance for the development of the employing organization and/or country.
- Fellowships are awarded to applicants with highest combined scores until budget is exhausted;
- When awarding fellowships it is conditioned that 50% of the budget should go to Sub-Saharan Africa and also 50% of the fellowships should go to female candidates;
- Nuffic awards the fellowships to the Dutch institutions that pay the fellowship holders the fellowships (monthly allowances, study materials et cetera).

#### Differences between old and new selection procedure

With the new selection procedure:

- The application goes directly to Nuffic instead of the Netherlands embassy;
- An online application tool (SOL) is introduced;
- The embassy has a greater influence: it can determine priority groups and it scores the applications based on relevance for the development of the organization or country;
- The HE institutions no longer select the candidates that receive the fellowship. Fellowships are awarded based on the highest combined score from the institution and the embassy.

## 2.4 Key changes in NFP policies in 2002 and 2008

The current evaluation will address effectiveness and efficiency issues in the context of the changes that formed and changed the NFP in the period 2002-2010. Two evaluation questions directly refer to the concerns about programme effectiveness and programme efficiency that have influenced the design of NFP in 2002 and in 2008. These questions are answered in the following sections.

Which concerns about programme effectiveness have influenced the design of NFP in 2002, and in 2008? Have they been addressed effectively?

What were problems of efficiency that featured at the basis of the design of NFP in 2002, and in 2008?

### 2.4.1 Introduction of the new NFP in 2002

Based on the interministerial policy review of 1998, the Dutch government decided to make radical changes to the existing international education programmes<sup>11</sup>. The government decided to phase out the seven existing programmes and instead, introduce the Netherlands Fellowship Programme.

In 2002, the new NFP was phased in and became fully operational in 2004.<sup>12</sup>

<sup>11</sup> Ministerie van Buitenlandse Zaken, Directie Culturele Samenwerking, Onderzoek en Onderwijs, Afdeling onderwijs en ontwikkelingslanden (31-5-1999). Kabinetstandpunt ten aanzien van de uitkomst van het Interdepartementaal Beleidsonderzoek naar Internationaal onderwijs.

<sup>12</sup> Minister voor Ontwikkelingssamenwerking. (2008). Kamerbrief inzake beleidsreactie evaluatie internationaal onderwijsprogramma's NPT en NFP. Kamerbrief.

In relation to programme *effectiveness* the interministerial Review Committee expressed particularly concerns about the limited adaption of the programme (education and training possibilities) to priority changes in development cooperation and the dynamic demand in developing countries and the insufficient operationalization of the programme objectives.

Regarding *efficiency* the Review Committee expressed serious concerns related to a lack of flexibility in policy and funding, due to fixed contracts with the HE field.<sup>13</sup> Moreover, the Review Committee observed that the efficiency of the international education programmes proved to be difficult to assess due to lack of proper bench mark information. It was also noted that the government was lacking a clear understanding of the relations between the inputs for the programmes (subsidies) and the outputs (results). Finally, also attention was drawn at insufficient synergy with other policy instruments

To *enhance the effectiveness* of the NFP in 2002 the following changes were implemented:

- The list of approved courses was to be reviewed every year to enable a flexible and competent response to new developments; As was expressed before the demand orientation of the courses was/is left to the Dutch education institutes formulating the relevance of their course supply for developing countries.
- To enhance study in the region, courses provided jointly by organisations in the Netherlands and developing countries could also be included in the list of eligible courses.
- The RNEs were given the possibility to give recommendations for participants which were found to be relevant from the development perspective.

To *enhance the efficiency* of the NFP in 2002 the following decisions were taken:<sup>14</sup>

- In line with the concentration policy of the Dutch government the new NFP in 2002 focused on 57 countries (instead of 89),<sup>15</sup> aiming at less fragmentation of resources;
- To increase competition and cost-awareness potential supply of NFP education and training was broadened to all Master and PhD education possibilities in the Netherlands, not limiting the supply only to the international education institutes as traditionally had been the case. In addition also research institutions, training colleges and so on, could offer short courses and could be called upon to provide tailor-made training courses;
- The former also implied that the fixed distribution of resources over Dutch international education institutes was changed to a more flexible application of resources reflecting (changing) priorities in policies.

#### 2.4.2 Introduction of the renewed NFP in 2008

The NFP as it was introduced in 2002 was evaluated by Ecorys in 2006.<sup>16</sup> In the evaluation more attention was given to efficiency issues than to effectiveness issues.

In relation to *effectiveness* the evaluation commented on the lack of clear selection criteria for prioritisation of applicants and the cohesion between NPT and NFP, in particular for modalities MYA and TM which also have an organisational focus.

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<sup>13</sup> Brief van de ministers van Buitenlandse Zaken en Ontwikkelingssamenwerking (1999), Interdepartementaal beleidsonderzoek: internationaal onderwijs, Tweede Kamer, vergaderjaar 1998-1999, 25 576, nr. 1. See also: International education: the Netherlands' policy. Background paper for the Nuffic expert meeting 'A changing landscape – making support for higher education and research in developing countries more effective', The Hague, 24-25 May 2005.

<sup>14</sup> Ministerie van Buitenlandse Zaken (31-5-1999). Kabinetsstandpunt ten aanzien van de uitkomsten van het Interdepartementaal Beleidsonderzoek naar Internationaal onderwijs.

<sup>15</sup> In line with the concentration policy of Dutch bilateral development cooperation the list of eligible countries was reduced to 57 whereas under the old fellowship programmes all 126 DAC countries were eligible. It was however, decided not to limit the NFP to the bilateral sectors of the Netherlands, unlike for instance the NPT.

<sup>16</sup> Ecorys (2007), Evaluation of the international education programs NPT and NFP (managed by Nufic).

Regarding the *efficiency* the evaluation of the NFP identified drawbacks in the application and selection procedures for NFP participants which created a high workload for almost all parties involved (embassies, Nuffic, the candidate fellows, education institutes in the Netherlands). Furthermore, it was concluded that the preparation of Tailor Made Training (TMT) was a very complex and time-consuming process with significant delays in the approval procedure and start-up phase.<sup>17</sup> Finally, it was concluded that the possibilities for cooperation with regional institutes remained underdeveloped.

To *enhance the effectiveness* of the NFP the following changes were made to the NFP in 2008:

- A clearer distinction between NFP and NPT/Niche, with the NFP focusing more on individual fellowships, and the NPT/NICHE focusing more on strengthening post-secondary education and less isolated projects,<sup>18</sup>
- The modalities 'Tailor-Made Training' and 'Multi-Year Agreement' were not any longer included in the NFP;
- In order to allow for a more balanced growth within a developing country candidates from minority groups and subordinated regions were given a preferential treatment and given a higher chance of being awarded a fellowship. Embassies were assigned the task to formulate priority groups for the country.

To further *enhance the efficiency* of the programme the following was decided:

- To introduce simplified and digitalised application and selection procedures (implemented in 2010 with the introduction of SOL);
- Reconfirm that the NFP should be more open for all Masters and PhDs education possibilities in the Netherlands and not only be limited to the international education institutes.

Related to the issue of efficiency is the fact that the number of NFP eligible countries increased from 57 to 60. China was excluded in 2008 while Burundi, DR Congo, Kosovo and Sudan as fragile states were added to the NFP country list.

### 2.4.3 Operationalisation of general policies in NFP

How have general policies been operationalized in inter alia the selection of NFP countries, selection criteria for applicants, NFP modalities and the selection of NFP courses?

General policies appear to have had a limited influence on the NFP modalities and selection of courses offered. In the past decade, during the introduction and the implementation of the NFP in 2002 and the new NFP in 2008 the policies for development cooperation of the Ministry of Foreign Affairs changed in various ways. During this period two policy documents for development cooperation were presented by consequent governments respectively 'Aan elkaar verplicht' in 2003 and 'Een zaak voor iedereen' in 2007. The general policies have particularly been operationalized in the selection of NFP countries and the selection criteria for applicants (women and deprived groups).

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<sup>17</sup> It should be noted that at that time Nuffic already decided to simplify the procedure, first for proposals below € 50.000 and later for all proposals.

<sup>18</sup> Ministerie van Buitenlandse Zaken Kamerbrief inzake beleidsreactie evaluatie internationaal onderwijsprogramma's NPT en NFP, 25-02-2008.

Inline with the concentration policy of the Dutch government the new NFP in 2002 focused on 57 countries (instead of 89). The new policy focus on fragile states accounted for the expansion with four additional countries. The selection of NFP countries however still included non-partner countries low-income and middle-income countries among others for reasons of public relations.

With its target of 50% female participants the NFP is congruent with the general policy of Dutch development cooperation to actively promote a better position of women in society.<sup>19</sup> Moreover the central position of Africa in the Foreign policy, including development cooperation and intention to allocate at least 50% of the ODA funds for this purpose was also operationalized in a 50% target for participants from Sub-Saharan countries. To include the thematic priorities in development cooperation from 2002 the RNEs could give recommendations for participants which were found to be relevant from the development perspective. The renewed selection procedure implemented from 2011 is expected to improve operationalisation of the thematic policy priorities in the selection of applicants.

## 2.5 Analysis of enrolment in the NFP

This paragraph presents the NFP programme data over the period 2003-2010. The paragraph describes the development of NFP grants (1) per modality, (2) by gender, (3) per type of institute, (4) per country and (5) by discipline.

### *NFP grants per modality*

In the period 2003-2010 approximately 12,750 fellows participated in one of the NFP modalities. This is exclusive of the number of participants in the Refresher Courses, of which 233 were granted, and which have a maximum of 20 participants per course.

The main focus of the NFP has been on Short Courses (58% of the NFP fellows) and Master Courses (38% of the NFP fellows) (see Figure 2.2). Note that the figure for Refresher Courses represents the number of trainings and not the number of participants. The number of NFP fellows that was granted a PhD fellowship between 2003 and 2010 is 299.

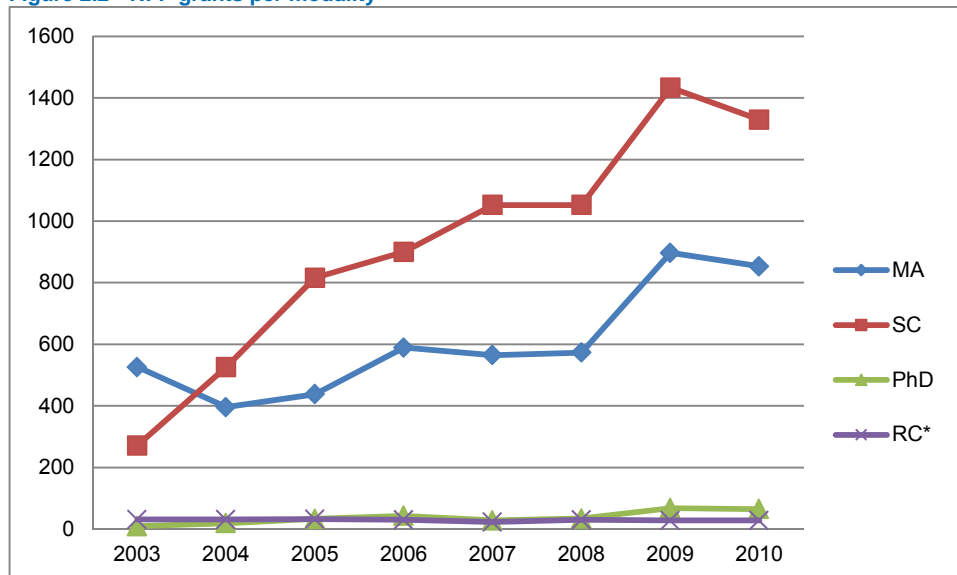
Over time, the number of participants in short courses as well as the number of participants in Master courses increased, also reflecting the start-up phase of the NFP in 2003. In the first year of the NFP (2003) only 271 short courses were granted by the programme, in 2010 this number had grown to 1,329. The number of Master Courses showed an increase from 526 grants in 2003 to 853 in 2010. The number of awarded PhD grants and Refresher courses were quite stable over time.

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<sup>19</sup> Ministerie van Buitenlandse Zaken, Een zaak van iedereen, Investeren in ontwikkeling in een veranderende wereld, beleidsbrief 16 oktober 2007.



**Figure 2.2 NFP grants per modality**

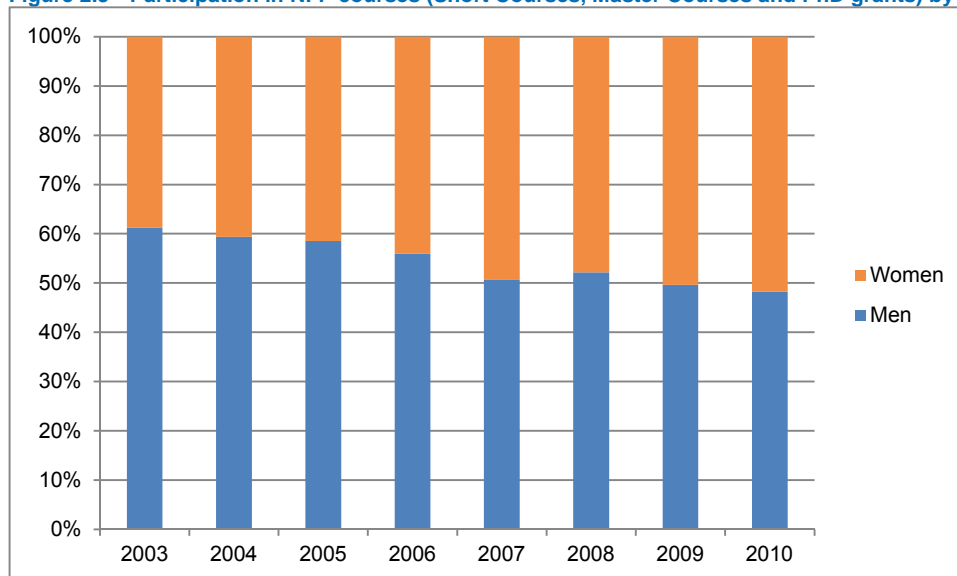


\*The figure for refresher courses represents the number of trainings and not the number of participants. Refresher Courses can have a maximum of 20 participants per grant.  
Source: NFP Kern gegevens 2003-2010.

**NFP grants by gender**

Figure 2.3 presents the division of NFP courses divided by gender during the period 2003 to 2010. Over the period 2003-2010 in total 47% of the grants (for Short Courses, Master Courses and PhD studies) was awarded to women, which means that the target of 50% women was almost met. While in the early years of the NFP women were underrepresented, in 2010 the majority (52%) of the NFP grants was awarded to women. This pattern is more or less equal for all NFP modalities (see Figures A2.3, A2.4 and A2.6 in the annex).

**Figure 2.3 Participation in NFP courses (Short Courses, Master Courses and PhD grants) by gender**



Source: NFP Kerngegevens 2003-2010.

Although the target of female participants is achieved both at programme level and at the level of modalities, there are large differences in the share of female fellows per country (see Figure A2.7 in the annex). Whereas, for instance, in Rwanda and Pakistan only about one third of NFP participants is female, women are well over represented in countries like Peru (60%), Surinam (67%) and Thailand (82%).

### *NFP grants per type of institute*

In the new policy framework for the NFP that was accepted in 2001 it was decided that besides the international education institutes, also other Dutch higher education institutes (academic universities and universities, universities for applied sciences and commercial education providers) were admitted to provide education and training under the NFP. The impact of this policy shift is clear from Table 2.1 presenting the division of NFP grants per type of education provider. For a general overview and indication of the trends the situation in 2003 and 2010 is shown.

Between 2003 and 2010 the percentage of courses provided by universities, universities of applied sciences and other institutes increased, whereas the share of the international education institutes decreased. The international education institutes kept a strong position on the market for short courses and refresher courses, whereas they clearly lost the lead in PhD courses. According to Nuffic the change towards universities is a real change, not being caused by mergers between international education institutes and universities.<sup>20</sup> Commercial education institutes have a modest position, especially providing short courses and refresher courses.

**Table 2.1 Division of grants per type of education provider in the Netherlands**

|                                    | MA          |             | SC          |             | PhD         |             | RC          |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                    | 2003        | 2010        | 2003        | 2010        | 2003        | 2010        | 2003        | 2010        |
| International Education institutes | 75%         | 48%         | 100%        | 88%         | 100%        | 20%         | 100%        | 75%         |
| Universities                       | 25%         | 32%         | 0%          | 5%          | 0%          | 80%         | 0%          | 18%         |
| Universities of applied sciences   | 0%          | 19%         | 0%          | 1%          | 0%          | 0%          | 0%          | 0%          |
| Other institutes                   | 0%          | 1%          | 0%          | 7%          | 0%          | 0%          | 0%          | 7%          |
| <b>Total</b>                       | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

### *NFP grants per country*

Although about 60 countries are eligible for the NFP programme, the participation in the NFP shows a clear focus on a limited number of low income countries, with almost 50% of the grants being awarded to participants from eight countries, with Ethiopia (1147) and Tanzania (1020) being the largest beneficiary countries (see

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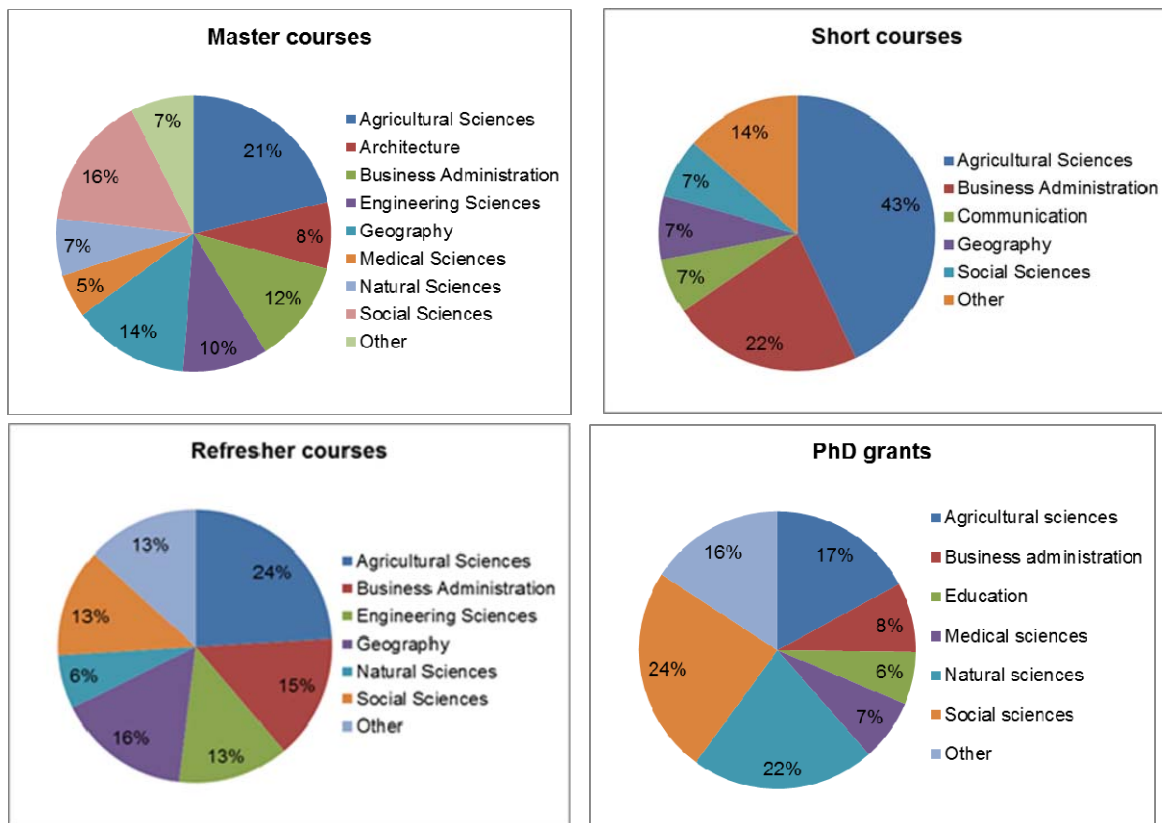
<sup>20</sup> Interview with Nuffic.

Figure A2.7 in the annex). According to the management of Nuffic this skewed distribution of NFP fellowships over the countries can largely be explained by historical patterns that have grown in the demand for NFP fellowships, and also by the policies of the Dutch education institutes.

### NFP grants by discipline

NFP courses are provided in many different disciplines. Figure 2.6 shows the main disciplines per modality. Irrespective of the course modality agricultural sciences, business administration and social sciences are the most popular disciplines in the NFP. In particular agricultural courses are strongly represented among the Short Courses, the other NFP modalities showing a more equal distribution over the various disciplines.

Figure 2.4 NFP grants by discipline (2003-2010)



## 2.6 Reconstruction of the intervention logic

What were the rationale and objectives of the NFP as formulated in 2002 and reformulated in 2008, and are these still valid?

The overall aim of the NFP is to help alleviate qualitative and quantitative shortages of skilled manpower, within the framework of sustainable capacity-building directed towards reducing poverty in developing countries. In the tender documents of the Ministry the intervention logic is described along broad lines, as follows:

“The aim of the NFP, as mentioned above, is ‘to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries’. NFP specifically aims to address the needs for training in the short-term,

focusing on capacity building in a broad spectrum of governmental, private and non-governmental organizations (educational institutes, planning institutes, ministries, private companies, etc.) (Policy framework 2001). The need for training has to be evident within the context of an organization. This implicates that applicants have to be nominated by their employers. By addressing these shortages, the Programme is expected to contribute to qualitatively better functioning organizations, companies, etc. and thereby aims to give a *qualitative impulse* to society.”

In the Memorandum of assessment (*Beoordelingsmemorandum*) the intervention logic is briefly formulated as follows:

- Mid-career professionals become better educated by following an education or course (Master, Short Course, PhD or refresher course) at a Dutch education institute;  
... therefore the employers involved (government, private and non-governmental organisations and business) in developing countries get better educated staff;  
... therefore organisations will improve their functioning.
- 50% of the fellows will be women, and people from deprived groups and regions will have more chances to participate in the programme.

This intervention logic was put into a result oriented *NFP Framework for outcomes, result areas and result indicators* at policy level as well as on programme level, which was formally agreed between the Ministry and Nuffic (see Table 2.3 and Table 2.4).

**Table 2.2 Policy level: Overview of goals, outcomes and performance indicators**

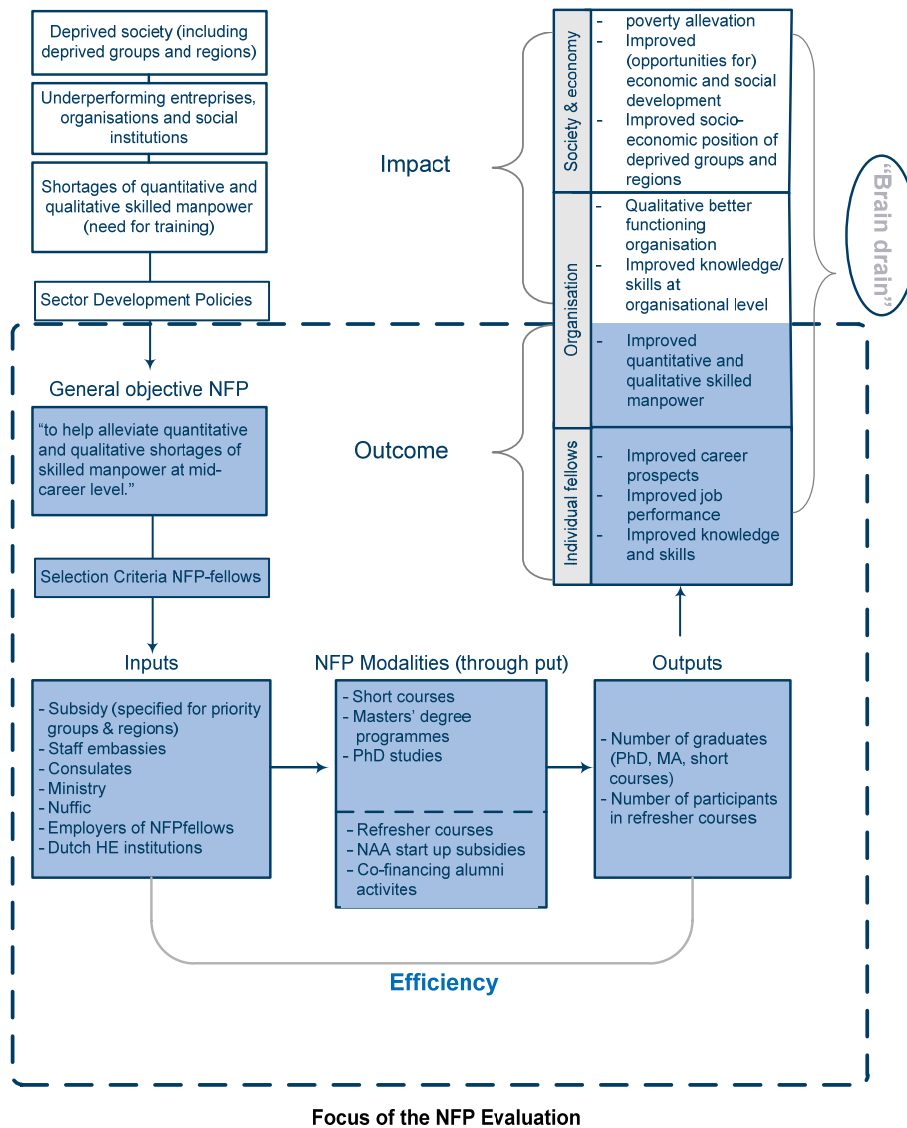
| Goals  | Outcomes   | Result indicators   |
|--|--|---|
| Capacity building at individual level                                  | Fellow develops more and better applicable knowledge, skills and attitude.   | <ul style="list-style-type: none"> <li>• Number of fellows that completed their NFP education or training;</li> <li>• More promotion possibilities within the organisation.</li> </ul>  |
| Capacity building at organisational level                              | Fellow is capable to apply the learned knowledge and skills within the organisation.   | The organisation where the alumni work improve their functioning, products and services as a result of the NFP education and training of their employees.   |
| 50% of the grants go to women  | At least 50% of the NFP fellows is female.   | Percentage and number of women that completed an NFP education or training.   |
| 50% of the NFP budget is granted to candidates from Sub-Saharan Africa | At least 50% of the NFP budget is spent on fellows from Sub-Saharan Africa.  | Percentage and number of mid-career professionals from Sub-Saharan Africa that completed an NFP education or training.  |
| More NFP grants are made available for disadvantaged groups and areas  | Share of grants for disadvantaged groups and areas has considerably increased. For each country disadvantaged groups and areas are defined in advance. | Increase in number of mid-career professionals from disadvantaged groups or areas that completed their NFP education or training.   |
| Courses/modules performed in the NFP countries                         | Demonstrable active involvement of local experts in the education and training.  | Increase in courses/modules regionally performed: <ul style="list-style-type: none"> <li>• Number of MA courses with a regional performed module;</li> <li>• Number of short courses with a regional performed module.</li> </ul> |

**Table 2.3 Programme level: overview of performance based agreement between DCO/ministry and Nuffic**

| Goal                           | Performance criteria  | Performance indicator   |
|--------------------------------|---|---|
| Efficiency                     | Number of programme outputs that has been agreed in the annual plan/reports.                            | <ul style="list-style-type: none"> <li>• Number of applications and granted fellowships, broken down in various back ground characteristics;</li> <li>• Number of produced programme descriptions, guidelines, documentation, information systems etc., composition and changes in het NFP course list, selection procedures;</li> <li>• Number of implemented monitoring and evaluation activities.</li> </ul> |
| Efficiency                     | Exhaustion of programme budgets in relation to achieved results.  | Budget versus spending regarding implementation and management within the agreed policy framework.  |
| Advices embassies              | Embassies demonstrably make use of their knowledge and insight to advice on the applicants for the NFP. | Timely communication on priority policies. Active involvement in selection procedure based on concrete advices (only in the new selection procedure SOL).   |
| Adaptive power /responsiveness | Capability of the NFP management to change management and implementation periodically.                  | Changes and improvements as a result of internal and external M&E activities.   |

Based on these documents and interviews with the ministry and Nuffic we formulated a comprehensive intervention logic to ensure that all stakeholders have a common understanding of *what* it is meant to achieve and *how* this is to be done.

Figure 2.5 Intervention logic NFP



The building blocks of the intervention logic as detailed in Figure 2.5 contain a series of underlying assumptions relating to the mechanisms according to which the NFP is assumed to achieve its outputs and results. If an activity is started in the sense of one of modalities in the programme (Master, Short Course, PhD, Tailor Made Training or Refresher Course), and **if** certain assumptions are met, **then** it can be expected that the programme will reach its expected **output** in the form of:<sup>21</sup>

- *Number of graduates /degrees/certificates (PhD, MA, short courses);*
- Number of participants in refresher courses.

Moreover, it is assumed that these outputs, under certain conditions will reach the expected **outcomes**. At the *individual level* the (main) expected outcomes are:

- Improved knowledge and skills, including training skills;
- Involvement in professional networks with fellows/colleagues abroad, i.e. in Netherlands;
- Improved job performance/working practice;
- *Improved career and employability prospects.*

<sup>21</sup> The outputs and outcomes in italics were specifically mentioned in an internal policy note by the ministry of Foreign affairs regarding the result indicators for the NFP programmes.

At the *level of the organisation* the (main) expected outcomes:

- Improved quality of staff/ Reduced shortages of skilled manpower;
- *Improved quality of services and products;*
- *Improved functioning of the organisation.*

At the *national level* of a country the (main) expected **outcomes (and impacts)** are:

- Improved quantitative and qualitative skilled manpower;
- Reduced shortages of skilled manpower;
- Improved economic and social development, i.e. for deprived regions and target groups;
- Poverty alleviation (longer term impact).

Although not explicitly mentioned in the programme documentation it was frequently mentioned in the interviews with various stakeholders that the NFP should also be seen as a political instrument in building and retaining good relationships with strategic partner countries.

#### *Remarks concerning the intervention logic*

From a general perspective the intervention logic is reasonable, focusing on the individual employees developing new skills and knowledge, eventually leading to better quality products and services. The linkages between the activities and outcomes and impacts depend on a number of assumptions which are essential to the chain of relations.

At the level of the individual candidate it is essential that good quality candidates are selected, that do have the right base of knowledge and competences to successfully follow an NFP education or training, which will return to their organisation after they have finished their education or training. To improve their functioning they should be given possibilities to apply their newly learned skills and knowledge.

For the organisation to improve its functioning it is necessary that candidates are selected that are at least likely to have an impact on the quality of goods and services of the organisation, allowing the fellow to apply and transfer the skills and knowledge (s)he acquired during the NFP education or training. The organisation must show 'openness to new knowledge and skills', and must be willing to support the utilisation of new skills and knowledge in daily work practice; merely fellowships are not sufficient to improve the functioning of organisations. Moreover, logically NFP fellows are more likely to have an impact on the organisation if there are more of them, relative to the size of the organisation.

Of course, It is self-evident that to improve skills and competences at the individual level and to improve the delivery of products and services at the level of the organisation the education and training provided under the NFP must be of good quality.

Since the general objective of the NFP is set at the level of organisations, impacts beyond the level of the organization are largely beyond outside the scope of this evaluation.

In the intervention logic obvious differences between the NFP modalities (e.g. short courses versus Master Courses) are mostly neglected, whereas it can be assumed that the underlying assumptions regarding their effectiveness might be different.



## 2.7 Interests of NFP stakeholders

Although the individual fellows and the organisations they work for are the central beneficiaries of the NFP, there are also other stakeholders who do have a special interest in the NFP.

An element that also seems to be beyond the scope of the intervention logic is the impact of international education on the Dutch HE institutions. In various documents it can be found that in the past decade internationalisation has become a goal of growing importance for Dutch higher education and the programme, referring to inter alia the impact it can have on the quality of regular courses, generating income from foreign students, higher standing of the organisation, and contributing to international networks. It should also be mentioned that especially the international education institutes in the Netherlands to a certain degree economically depend on the enrolment of international fellows, inter alia the NFP fellows.

Table 3.1 provides an overview of the NFP stakeholders and their main rationale for being involved in the NFP based on the interviews with stakeholders and a review of documentation. From this overview it can be concluded that the opinions of the stakeholders do not differ a lot, especially regarding the main rationale of the NFP being the qualitative and quantitative training needs of countries. However, it is also clear that some (important) stakeholders do have specific motives that might not be congruent with the main rationale of the NFP, for instance regarding the political or economic networks that are expected from the NFP.

Moreover, some stakeholders do have other, perhaps more or less implicit, strategic reasons related to the NFP. An example of this, which was frequently mentioned in the interviews with the various stakeholders, is the expected impact on political or economic networks for Dutch policy or business. Another example of this is the internationalisation and international profiling of the Dutch HE institutions, for which the NFP can be beneficial. Moreover, a small group of International education institutions in the Netherlands is very much depending on the NFP for its existence.

**Table 2.4 Overview of interests of NFP stakeholders in the NFP**

|                                 |   |
|---------------------------------|---|
| NFP Fellows                     | <ul style="list-style-type: none"> <li>• Improved knowledge and skills;</li> <li>• Improved job performance/working practice;</li> <li>• Improved career and employability prospects.</li> </ul>  |
| Employers of NFP fellows/alumni | <ul style="list-style-type: none"> <li>• Improved quality of staff;</li> <li>• Improved quality of services and products;</li> <li>• Improved functioning of the organisation;</li> <li>• Involvement in international professional networks.</li> </ul>  |
| Recipient country               | <ul style="list-style-type: none"> <li>• Improved quantitative and qualitative skilled manpower (related to development agenda);</li> <li>• Reduced shortages of skilled manpower;</li> <li>• Improved economic and social development;</li> <li>• Poverty alleviation (longer term impact).</li> </ul> |

|   |   |
|---|---|
| Netherlands government/ ministry of Foreign affairs | <ul style="list-style-type: none"> <li>• Contributing to capacity building in partner countries;</li> <li>• Contributing to sector development related to the thematic directorates of the ministry;</li> <li>• Contributing to poverty alleviation;</li> <li>• Political diplomacy;</li> <li>• Economic diplomacy/ involvement of Dutch industries;</li> <li>• Profiling of the Netherlands (public relations).</li> </ul>   |
| Dutch embassies                                     | <ul style="list-style-type: none"> <li>• Contributing to capacity building in priority sectors/organisations;</li> <li>• Developing/maintaining networks (i.e. alumni) for political/economic reasons.</li> </ul>   |
| Dutch higher education institutions                 | <ul style="list-style-type: none"> <li>• Contributing to development cooperation / contributing to knowledge and skills development of NFP fellows;</li> <li>• Cross-fertilisation with other students at the home institution (exchanging knowledge);</li> <li>• Potential to generate knowledge products (research outputs, PhDs, new educational programmes);</li> <li>• Profiling of the institution (internationalisation);</li> <li>• Mission of the institute/ core of existence.</li> </ul> |

## 2.8 Comparison of NFP policies with policies of other key players

1.4 a) How do the developments in Netherlands international fellowship policies compare with the policies of other key players and the resources they have available? 1.4 b) What are the explanations for the main commonalities and differences observed?

The information on developments in the policies of other key players is based on the interviews with respondents during the field visits and available documents (evaluations). The table below provides a comparison of the NFP policies and policies of other key players offering similar programmes. Information was collected on the following fellowship programmes: JICA fellowship programme, Fellowships and Scholarships of the German Academic Exchange Service (DAAD), Danida Fellowship Programme (DFP) Denmark, Australian Development Scholarships (ADS), US – Fulbright Fellowship programme, Noma (Norad Fellowship programme) and Norhed Norway, Vlir-Belgium, Austrian Fellowship programme and the Chevening Fellowship programme (British Council).

**Table 2.5 Comparison of NFP and policies other key players**

| Policy  | NFP   | Other Players   |
|---|---|---|
| Fellowship/<br>Scholarship                          | Provides full fellowship for PhD, Masters and Short Courses   | US - requires cost sharing for PhD Studies (only two-three years are paid for);<br>DAAD, VLIR – provide additional fellowship support for families;<br>Norway (quota fellowships) – 70% of fellowship is loan to be paid back if alumni do not return to their country.   |
| Target groups                                       | Focus on staff at mid-career level. Almost no limitations with regard to employer organisation                      | Most donors focus similarly on professionals with some years of work experience;<br>Danida, Norad (Noma), JICA and British Council - focus at practitioners (not for education institutes);<br>JICA - focus on governmental organisations;<br>AusAID – ADS has three categories: 1) ADS public for public sector employees to be nominated by their employers, 2) ADS open for anyone who meets the eligibility criteria and 3) ADS target for applicants from areas which are identified as development priorities or from specific civil society organisations;<br>Danida - focus at partner organisations. |
| Course offer  | Few restrictions regarding courses which are eligible for fellowships and to a large extent in NL                   | Other donors –a limited number of courses or disciplines are earmarked for fellowships. The composition of the courses and disciplines is regularly adjusted on the basis of changing demands or policy priorities;<br>Norad (Norhed) – focus on areas Norway has a strong comparative value, can make a strong contribution;<br>British council - Limited to focus areas foreign policy;<br>Danida, JICA – courses are also offered in country/ region or in third countries.  |
| Involvement of organisations in application process | NFP focuses on individual staff, organisations need to support the application and write a letter of recommendation | Danida and JICA work in close collaboration with organisations throughout the application process and for follow up after training.   |
| Application process                                 | Application process to be initiated by the applicant. Selection based on scores HEI and recommendations/ scores RNE | Danida, JICA - the application process is managed by the organisation;<br>Daad – selection done at the education institute level.   |
| Review of candidates                                | Based on application form   | British Council, Danida, Daad - shortlisted candidates are locally screened (and interviewed) including language test for non native speakers and shortlisted, final selection lies with HQ by either selection committees or receiving institutes. AusAid - if deemed necessary a 6-months pre-course English is provided.   |
| Objective setting                                   | Objectives are not set by many of the applicants/ employers before they leave for training                          | JICA - pre-action plan/ intervention are developed to be implemented by the alumni upon return.   |

| Policy    | NFP  | Other Players  |
|-----------|--|--|
| Follow up | Some funds available for refresher courses and alumni activities<br>Tracer studies<br>End of course questionnaire (for fellowship holders and Dutch HE institutions) | DAAD – a considerable remittances programme has been set up to make return easy including technological support, refreshment courses/ workshops and possibility to return to Germany for further studies;<br>JICA – implementation of work plan and progress alumni is monitored by fellowship officer and implementation report is requested;<br>Danida – started to monitor performance and progress upon return;<br>British Council – tracks the alumni via its database. |

### *Budget and funding sources*

The NFP awarding on average over 1500 fellowships per year over the period 2003-2010 appears to be one of the larger fellowship programmes. Exact budget information for the different programmes is not available but based on information about number of fellowships and other resources available the DAAD programme appears to be the largest by far. Other programmes such as the Danida Fellowship Programme (DFP), the JICA and AusAID programmes appear to have a smaller budget. In recent years for instance, DKK 60 million (about 8 mln. EUR) has been allocated from the Danish Ministry of Foreign Affairs to the DFP in addition to co-financing by Danida programmes related to specific courses and activities. This has in 2010 been reduced to DKK 45 million.

The source of funding of the programmes define partly the interests which the scheme(s) should serve. The Chevening programme explicitly promotes the UK's long-term political, economic and commercial interests. This explains the large effort made by the British council to track and inform the alumni of the programme. In other programmes such as the VLIR programme and DAAD three interests play a role: the capacity needs of partners in developing countries, the policies of the funding Ministry, and the interest of the education and training institutions in the host countries<sup>22</sup>. The Danida Fellowships Programme includes fellowships funded from Danida project and programme funds (particularly MA) as well as centrally-funded fellowships which are reserved for short trainings, serving the interest of capacity development (for sustainability) and the development cooperation policies.

### *Course offer*

Compared to all other programmes analysed the NFPs course offer has few restrictions, only the JICA programme offers also up to 400 courses, although limited to 7 sectors, of which the recipient country has a choice up to between 200 and 250 courses. Most of the other players included however earmark a limited number of courses or disciplines for fellowships. The composition of the courses and disciplines is regularly adjusted on the basis of changing demands or policy priorities.

Some of the programmes such as the DFP decided to branch out its capacity development support to take place in developing countries, in order to align more closely to the capacity needs and capacity development policies of the countries and for efficiency reasons. A variety of activities (primarily interdisciplinary courses) are now carried out in developing countries through cooperation with partner institutions.

<sup>22</sup> A Bird's eye view, Ad boeren, Nuffic, May 2005.

### *Eligibility criteria and application process*

Many of the other key players made a specific choice to focus on 'practitioners' because (staff from) academic institutions have different opportunities through other cooperation programmes. The Danida Fellowship Programme is the only programme which explicitly links (part of) its fellowships to bilaterally supported sector programmes. Fellowships can only be granted to local counterparts or candidates affiliated with Danish-funded programmes/projects. The other programmes do not have this direct relation with other development schemes or programmes.

In order to further ownership the DFP and JICA programme request organisations to select candidates for the fellowships. Other programmes similar to NFP require that employers authorize the application of the candidate and declare that they will retain the candidate in the organisation after his or her return in order to encourage training to benefit the organisations.

The first screening of candidates is in most cases done locally and includes different from NFP a language test for non native English speakers. In all cases the final selection lies with HQ by either a selection committees, including the ministry of Foreign affairs or receiving institutes.

### *Follow-up*

As mentioned above the German DAAD programme has considerable resources available and includes a considerable remittance programme to facilitate a smooth return of the alumni to their home country, including technological support. It is felt that the low level of brain drain experience by the programme is a consequence of this.

Also the JICA programme and DFP make resources available to follow-up with the organisation and alumni after their return in order to increase the organisational effects of the training/ education and sustainability of effects.

## 2.9 Synergy with NPT/NICHE

In some of the interviews during the field visits it was indicated that in various cases the distinction between the NFP and NPT/NICHE is unclear. In Ethiopia for instance, a reasonable number of university staff (25% of all fellowships) received fellowships in cases in combination with NPT/NICHE projects or similar cooperation programmes of other donors that could have provided for these fellowships as well. In those cases where fellowships are part of wider capacity building initiatives such as NPT and NICHE, fellowships could be provided in another way.



## 3 Relevance

### 3.1 Introduction

The core question relating to the relevance of the NFP is whether there is still a need for the external support the NFP is providing in order to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'.

To answer this question information is needed on the manpower needs in the eligible countries.

Quantitative and qualitative skills shortages, however, are difficult to assess, even in developed countries. Many **countries** do not have official statistics indicating vacancies or future skills needs. Also for the countries visited for this evaluation there is little empirical evidence on the skills gaps by types and levels of expertise and sector. During the country case studies the topic of skills shortages was discussed in-depth with representatives of the embassies, the national ministries, NGOs, and with alumni and their employers, giving a qualitative picture of the labour market situation in the countries visited by the evaluators.

### 3.2 Labour market needs of developing countries

Is there still a need for external support to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'?

Based on the interviews with embassies, NFP fellows, alumni employers and national ministries during the country study visits, we have strong indications that there are still structural needs on the labour market, although it proved difficult to get a detailed and comprehensive overview of this. It is noted that the NFP course list is based on information of the Dutch education institutes elaborating on the (assumed) relevance of their courses for developing countries, so not based on a comprehensive analysis of labour market needs. Moreover, the interviewees pointed to structural shortcomings in the (higher) education systems in their countries, not allowing for appropriate responses to demands of the labour market, leading to structural mismatches between the education system (qualifications taught) and the labour market (skills and knowledge requested by employers)

As far as specific skills shortages were identified during the country visits these were in the field of environment, climate or in general technically oriented. The NFP courses that were followed were mainly in the field of agriculture, business administration and social sciences, with engineering sciences only having a share (around 10%) in master courses and refresher courses (see section 2.5). This information however does not allow for far-reaching conclusions regarding the match (or mismatch) of the supply of NFP courses in relation to demands or needs for education and training.

In **Bangladesh** there is among others clear need for knowledge and skills related to acute environmental and climate change threats.

In **Ethiopia**, according to the priority areas of the five year Growth Transformation Plan (2005-2010), there is a special need for knowledge and skills in science and technology. The present increase in enrolment of graduate and post graduate is in line with the ratio of 70:30 which means that 70% of the intake will be or science and technology and 30% will be in the areas of social science.

In **Uganda** the Strategic Plan for Higher Education calls for a reform of the curricula that will link them more closely to Uganda's national development needs and those of the labour market.<sup>23</sup>

The mismatch between higher education and the labour market can be explained by various structural shortcomings of the education system, as our interviewees indicated:

*Quality of higher education is lacking behind*, also due to a rapid expansion of higher education.

Interviewees in **Ethiopia** and **Ghana** indicated that the present quality of education in many cases does not meet the demand of employers, often leading to a situation in which new employees need to be retrained to meet the manpower requirements in the organisations.

In **Ghana** higher education suffers from poor quality due to poor education infrastructure, oversized classes, outdated books and other teaching materials, leading to additional training needs in higher education once graduates are being employed.

In **Uganda** the Higher Education Research Report indicated a number of constraints affecting the quality of higher education severely, inter alia inadequate infrastructure and premises, brain drain to low remuneration, shortage of technical staff, insufficient funding for research and updated study materials.

In **Bangladesh** the National Education Policy that was launched in 2010 recognised that the traditional higher education system is not enough to fulfil the current need of the country. Restructuring of the academic system is seen as essential in order to deliver higher quality education, especially in the areas of science, technology and business studies.

The NFP makes use of accredited master courses in the Netherlands which in most cases are likely to be of higher quality than the education supply at universities in the South. Related to the issue of quality the interviewees noted that most higher education in their countries is very theoretically, whereas the labour market is in need for more practice oriented knowledge and skills. The NFP education and training were especially highly valued for the combination of theoretical and practice oriented subjects.

*A lack of capacity in higher education.* In the countries visited enrolment in higher education increased substantially in recent years:

In **Ethiopia**, the gross enrolment rate (GER) for higher education in Ethiopia increased from 3.6% in 1999 to 5.3% in 2008/09, just below the estimated African GER of 6%. Development of post graduate education was a priority for the Education Sector Development Plan III (2005-2011). Accordingly, enrolment in post-graduate programmes was expected to increase from 3.884 to 26.000 in the year 2009/10. Due to capacity problems, however, the total number enrolment in post graduate programmes reached only 13.481.

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<sup>23</sup> Owoey, J.S and S.A. Oyebade (2010), *Higher Education Research in Uganda: Problems and Prospects*, Kampala International University.



In **Uganda** only 2.7% of the youth cohort between 19 and 25 are enrolled in higher education, yet the demand for access to higher education is much higher.

In **Ghana** private universities offer a potential viable alternative for expanding access to higher education without incurring significant government costs. Public universities find themselves increasingly hard pressed to absorb the rapidly increasing numbers of secondary school graduates.

In some countries the HE institutes are concentrated in the capital cities, for instance in Uganda. In these cases there is especially a need for higher education in deprived or remote areas, which the NFP tries to favour in the selection process. Furthermore, in general women do not have an equal chance to participate in higher education. The NFP programme has a target of 50 per cent enrolment of women. It is noted, however, that this target is set at programme level and not at the level of eligible countries

#### Conclusion

- So, due to little structured information on skills shortages it is difficult to assess the relevance of the NFP in the context of labour market needs.
- During the country visits, however, the interviews strongly indicated structural skills need in the organisations and companies of which employees participated in the NFP, although these skills shortages in most cases could not be documented.
- In general, the available higher education in the developing countries does seem not have the right mechanisms to effectively respond to skills shortages. In this context, the NFP is especially highly valued because of a well-balanced combination of theoretical and practical content of its courses.

### 3.3 Relevance of higher education for developing countries

Since NFP education and training cannot only be seen as an answer to specific labour shortages but also as an investment in higher educated human resources we thought it useful to have a closer look at the role of higher education in developing countries.

The World Bank broadly refers to tertiary education as all post-secondary education, including but not limited to universities.<sup>24</sup> According to various sources there is lots of recent research underpinning the relevance of higher education in building the human capital that in turn builds the very institutions that are regarded as indispensable for development.<sup>25</sup> More specifically, tertiary education contributes to capacity development by training a country's workforce in all fields relevant to its development.<sup>26</sup>

More specifically, regarding the role of tertiary education in Sub-Saharan Africa (SSA) the World Bank argued that *"there is an urgent need for countries in SSA to acquire the capabilities that will spawn new industries that create more productive jobs, multiple linkages, and more diversified exports. These capabilities derive from investment in physical assets, such as infrastructure and productive facilities, and in institutions and human capital"*.<sup>27</sup> In the same study a more knowledge-intensive approach to development was presented as an attractive option for many African countries, being possibly the only route that could permit sustained, outward-oriented development.

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<sup>24</sup> <http://web.worldbank.org>.

<sup>25</sup> Kapur and Crowley, 2008; R. Ravinder, Emerging trends in higher education in developing countries, 2010.

<sup>26</sup> OECD/The World Bank/ CERI, Cross-border tertiary education. A way towards capacity development, 2007.

<sup>27</sup> World Bank, Accelerating catch-up. Tertiary Education for Growth in Sub-Saharan Africa, 2008.

Along the same line another study of the World Bank on tertiary education in SSA argues that higher-level education institutions that are equipped to deliver quality education and conduct relevant applied research can play an important role in producing workers with the skills to assimilate technology and help industry to diversify into a broader range of products.<sup>28</sup> Although other countries and regions might have different needs and opportunities the relevance of higher education in general can be underpinned with more or less the same arguments, as the case of East Asia illustrates.<sup>29</sup>

#### *Key challenges for higher education in developing countries*

As already became clear from our country case studies developing countries are facing various serious challenges in higher education to which it has to respond in order to maximise its capacities to its full potential. Based on various studies these challenges can be summarised as follows:<sup>30</sup>

- *Increasing number of students graduating* from secondary school leading to corresponding pressures in the demand for post-secondary education;
- *Globalisation*: amongst others new information and communications technology (ICT) and the emergence of an international knowledge network. The policies governments and universities are implementing to respond to globalization typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership;
- *Increasing student mobility*: One of the most visible aspects of globalization is student mobility;
- *Ensuring academic quality*: The need to respond to the demands of massification has caused the average qualification for academics in many countries to decline, although it should be acknowledged that there is a great diversity in the quality of tertiary education institutions;
- *Budget constraints and the economic crises*: the economic crisis has implications for the HE sector in various ways, amongst others: significant budget constraints affecting research activities, maintenance and construction of new facilities, purchase of books and journals etc.;
- *Brain drain*: There are valid concerns in developing countries that scarce public expenditures on higher education may be lost through emigration. For example, the human capital shortage in African countries has partly been exacerbated by brain drain. “*Sub-Saharan Africa has the world’s highest proportion of students studying abroad compared with those studying at home (6%), and many of these highly educated students do not return after their studies*”.<sup>31</sup>

Although the NFP cannot be seen as an answer to these challenges, it cannot be denied that these to a certain degree determine the context in which the NFP operates.

### 3.4 The role of fellowships

From the above it has become clear that education, including higher education, can play a significant role in fostering social and economic development of countries. The question is as to what role fellowship programmes can play in this. For this we look at the results of some evaluations of other fellowship programmes: the Norwegian Programme for Master Studies (NOMA), the Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP), the former

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<sup>28</sup> World Bank, Financing Higher Education In Africa., 2010.

<sup>29</sup> For another example see: World Bank, Putting higher education to work. Skills and research for growth in East Asia, 2012.

<sup>30</sup> Ravinder, 2010. Kapur and Crowley, 2008.

<sup>31</sup> Materu, P. (2006). “Re-visioning Africa’s tertiary Education in the Transition to a Knowledge Economy”, cited in Kapur and Crowley, 2008.

evaluation of the NFP programmes and the evaluation of the Commonwealth Scholarship and Fellowship Plan from the UK.

### *NOMA*

The Norwegian Programme for Master Studies (NOMA) is a scholarship programme by the Norwegian government. The programme's goal is to strengthen capacity in developing countries. The programme is smaller than NFP and only offers Master courses. The evaluation of NOMA by the Nordic Consulting Group, conducted in 2005, found very positive views of NOMA alumni and their employers about effects of the courses on individuals and organizational performance.<sup>32</sup> Despite this, little formal evidence could be found on the impact on poverty alleviation or on improvements of sectors or the economy as a whole. The 2009 evaluation by COWI AS showed more promising results for impact on the country level. The latter evaluation concluded that the NOMA programme significantly contributed to capacity building in the South and, to some extent, also in Norway.<sup>33</sup> The conclusion was based on opinions of stakeholders of NOMA (alumni, employers, policy makers, etc.).

### *Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP)*

The JJ/WBGSP programme is a large scholarship programme funded by the government of Japan. It was initiated in 1987 to strengthen human resource development in developing countries. The programme offers scholarships to individuals from one of the World Bank's member states. With this scholarship they can study at universities from a member country of the World Bank. The impact of the JJ/WBGSP on the development of developing countries was measured by a three-fold criterion: alumni's residence status, their employment status and their link to development. It was assumed that if all three criteria are fulfilled, alumni will have the largest impact on development. The eighth (!) tracer study showed that a large majority (77%) of fellows returned to their home country after completion of the scholarship programme.<sup>34</sup> A large majority of alumni was employed (88 per cent) or self-employed (6 per cent). The remainder was unemployed or still studying. Results also indicated that the majority of employed respondents were in positions to influence their countries' policy and development programmes. Respondents also indicated that the acquired knowledge is highly relevant to their countries' needs, most likely impacting on its development.

### *NFP*

In 2007 the NFP programmes were evaluated by Ecorys, in combination with an evaluation of NFP.<sup>35</sup> The evaluation covers the period from 2002 until 2005 and focuses on evaluating the policy relevance, efficiency and initial effectiveness of the programme. Although 2007 was too early to present definitive conclusions about the effects of the NFP, the study found strong indications that NFP has the potential to be an effective contributor to the capacity building.

### *Commonwealth Scholarship and Fellowship Plan*

This programme provides different types of scholarships and fellowships for staff and students in the commonwealth. Fellows can for example study in the UK or work at a UK higher education institute. The main findings of the evaluation are, that:<sup>36</sup>

- A high proportion of former Commonwealth scholars and fellows work in higher education;
- The fellowships contribute to the career development of higher education professionals;
- The programme enables individuals to acquire skills and knowledge and to pass them on;

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<sup>32</sup> Nordic Consulting Group, 2005.

<sup>33</sup> COWI AS, 2009.

<sup>34</sup> World Bank Institute (2010), Joint Japan/ World Bank Graduate Scholarship Program Tracer study VIII.

<sup>35</sup> Ecorys (2007), Evaluation of the international education programmes NPT and NFP managed by Nuffic.

<sup>36</sup> Commonwealth Scholarship Commission UK (2012), Evaluating Commonwealth Scholarships in the United Kingdom.

- The programme does not lead to brain drain;
- The fellowship activities can be linked to the introduction of new practices and innovation in commonwealth HEIs.

#### *NFP Tracer study*

In 2009 Nuffic conducted a tracer study among 1,600 alumni of the various NFP modalities.<sup>37</sup> Almost all respondents were very positive about the usefulness of the training for their work, irrespective of gender, age, employing organisation or course modality attended. The influence of the training on the work situation and career had been modest for a vast majority of the alumni, approximately 10% of them reporting a change in position or responsibilities. A majority of alumni was able to apply the acquired knowledge and skills in their work situation, whereas also many shared their knowledge with people beyond their work situation. Almost 90% of the alumni returned to their employing organisations and previous position, although especially government officials changed position to join international organisations or became self-employed.

The findings of these evaluations appear to be in line with an earlier overview of Boeren (2005) reflecting the findings and conclusions of some former evaluation studies of fellowship programmes, namely:<sup>38</sup>

- High completion rates of fellows;
- Exposure to a foreign society and education/training system is seen as a major added value. For many candidates the study abroad opens their minds and changes their attitudes;
- The vast majority of candidates return to their home country and employer, but figures vary between programmes;
- The integration of newly-acquired qualifications into the home organization depends to a high degree on the readiness of the organization and not merely on the individual's motivation and efforts;
- The institutional impact of individual training is usually modest when it is not embedded in a manpower development plan of the organization which employs the candidate, and when the candidate remains the only one who has been training in the subject;
- Despite the positive accounts of alumni and employers about the effects of the training for individuals and organizations, there is little formal evidence of the impact of training programmes on poverty alleviation or improvements in sectors and the economy or society.

#### *Conclusion*

From evaluations of other fellowship programmes it can be concluded that there is empirical evidence that individual fellowship programmes like the NFP are likely to provide benefits to individual fellows in terms of increased competences and improved career opportunities. Also, there seems to be a potential for stimulating organisational development provided that the organisation is open to new skills and new knowledge. On the national level we conclude that there is little formal evidence of the impact of training programmes on poverty alleviation or improvements in sectors and the economy or society.

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<sup>37</sup> Nuffic, NFP Tracer Study 2009, Final report. November 2009.

<sup>38</sup> Boeren (2005), A bird's eye view.

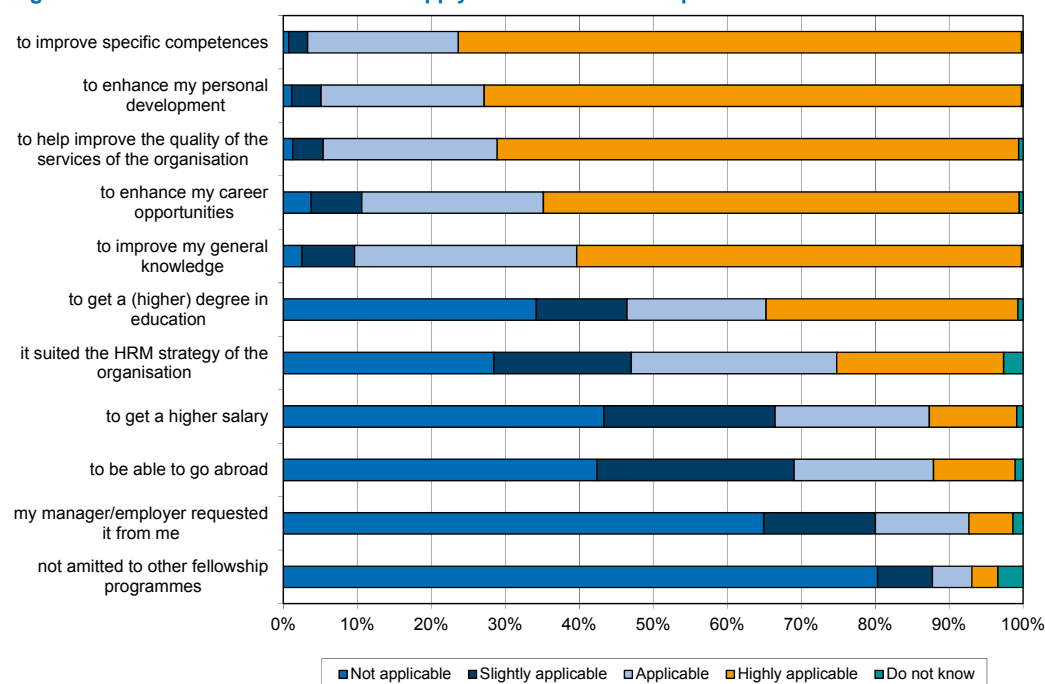
### 3.5 Motives of fellows to participate in the NFP

The motivation of fellows for participating in the NFP gives an indication of the perceived relevance of the NFP education and training from an individual perspective.

The main reasons for fellows to apply for an NFP fellowship is a mixture of individual and organisation oriented motives, which all are more or less equally important (see Figure 3.1).<sup>39</sup> From an individual perspective ‘improving competences’, ‘enhancing personal development’ and ‘enhancing one’s career opportunities’ are mentioned as prominent motives. A motive that is more related to the functioning of the organisation is ‘improving the quality of the services of the organisation’. All these motives were supported by a large majority (90% or more) of the NFP alumni.<sup>40</sup>

Except for career opportunities all of these reasons can be called intrinsic, whereas extrinsic reasons like ‘higher salary’, ‘opportunity to go abroad’, ‘requested by the employer’ are much less important for fellows to apply for an NFP fellowship.<sup>41</sup> It should also be acknowledged that following an NFP course abroad is also already an individual benefit. Especially, because almost all expenses are fully covered and salary payments are continued.

**Figure 3.1 Main reasons for fellows to apply for an NFP-fellowship**



There appear to be differences in motives between fellows of different NFP modalities:

- MA fellows and PhD fellows much more than fellows for the other modalities refer to a ‘higher degree in education’ as an important motive, which is not surprising for the type of course in which they have been enrolled;

<sup>39</sup> I should be noted that these motives were asked retrospective and could be affected by experiences and outcomes of the fellowship course or education.

<sup>40</sup> See answers to Q 20 in the Annex Results NFP alumni questionnaire.

<sup>41</sup> *Intrinsic motivation* refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. *Extrinsic motivation* refers to the performance of an activity in order to attain an outcome. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment.

- Fellows for a Master course or PhD course are more prone to emphasize a 'higher salary' and 'career opportunities' (especially MA Fellows) as important motives, which is in line with the more extensive courses;
- PhD fellows more frequently refer to the HRM 'strategy of the organisation' and 'the role of the management' in applying for an NFP fellowship;
- Fellows in short courses and TM courses more often emphasize 'improving the quality of the services of the organisation' as one of their main motives.

From the above it can be concluded that the motives of the NFP fellows in general seems to fit within the intervention logic of the programme, in which developing knowledge and skills at the individual level will lead to improved competences and improved skilled manpower, which in turn will lead to better outputs of the organisation the alumni work for. It is noted that this chain of relations might be subject to many obstacles and hindering factors which are not structurally given consideration in the implementation of the project.

### 3.6 Motives of employers to support NFP fellows

The main reasons for employers to allow or support staff to participate in NFP education or training were to 'improve the quality of staff' in the organisation, 'improve the quality of services provided' by the organisation and to 'enhance innovation in the organisation' (see Figure 3.2). All these arguments were supported by a vast majority of the employers that responded to our questionnaire (95% or even more).<sup>42</sup>

Whereas 'reducing shortages of relevant expertise in the organisation' was also often mentioned as one of the reasons for supporting staff to participate in the NFP, 'reducing manpower shortages in a specific position' and 'retaining staff for the organisation' were less emphasised. The same goes for 'developing an international network with institutions or colleagues abroad'.

The country studies revealed that the involvement of the employer in the NFP is not always fully voluntarily and deliberately. Sometimes employers felt the need to support the fellowship application of an employee in order not to hinder career perspectives, whilst the organisational needs were less clear at the moment. This relates back to the assumed automatic link in the intervention logic from better trained professionals to capacity building in a broad sense. From the interviews in the country cases it also became clear that employers do not always prefer an individual fellowship for further capacity building in their organisation, but sometimes prefer group training or short courses.

Therefore, it is not surprising that the involvement of employers in the NFP in many cases seem to be rather ad hoc or even indifferent than strategic. The multi year agreement that have been applied in a limited number of countries are an exception to this. Especially in Uganda Multi Year Agreements, including a longer term strategy on the HR development of one organisation, proved to be successful.

The Soroti District Government in **Uganda** is a good example of a region where a needs analysis was performed identifying gaps in knowledge and competencies among the local workforce, leading to a multiyear human resource development strategy. This strategy consisted of a well-planned targeted

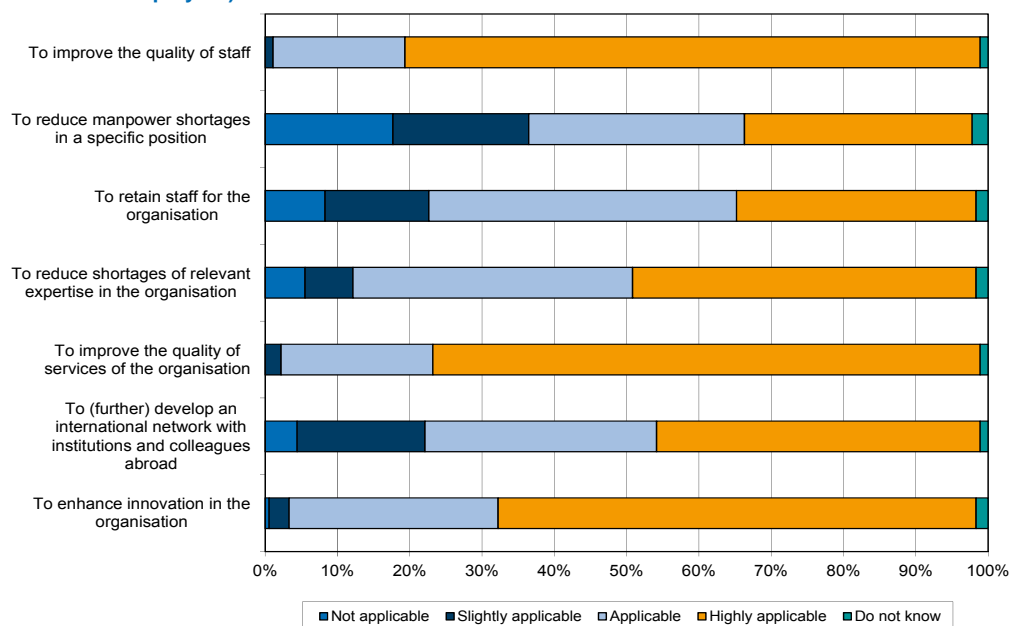
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<sup>42</sup> See answers to Q8 in Annex Results NFP Employers Questionnaire.

approach through which a group of selected employees was enabled to participate in the NFP (various modalities) during 3 to 4 successive years.

Examples like this, however, of a structured needs analysis and corresponding targeted HR approach appear to be scarce. A substantial part of the interviewed employers in Uganda did not have a clear strategy of how to use NFP to strengthen the organisation, but agreed to “back up” individual employees with the idea of profiting from their professional development in the end.

**Figure 3.2 Main reasons for employers to allow staff to participate in NFP education or training (181 employers)**



Source: Ecorys NFP Employers questionnaire 2012.

From the above we conclude that the motives expressed by the employers fit in the intervention logic as they primarily focus on the development of knowledge and skills of the employee, but also with a clear perspective on improving the quality of services of the organisation and enhancing innovation in the organisation.

### 3.7 Relevance of NFP for Dutch higher education

Although the NFP is primarily focused on alleviating quantitative and qualitative shortages of skilled manpower it was also noted in chapter 2 that the Dutch HE institutes themselves do have a special interest in the NFP programmes, not only in providing education or training, but also relating to their own organisation and their regular education.

In a recent discussion paper of the Platform for International Education (PIE) the interest of Dutch HE institutes in the NFP was placed in a long tradition among European universities to contribute to human development.<sup>43</sup> “Many universities have relations with partner universities in the developing world, often with a purpose of contributing somehow to development.” At the same time it is noted that “university leaders and managers somehow seem to overlook or neglect powerful incentives to engage in activities targeting human development issues”.

<sup>43</sup> PIE (2009), Higher Education Development Cooperation: to a new vision on knowledge capacity building in higher education for development.

Aside from the fact that for HE institutes in the South linking up with Northern HE institutes is essential because this may provide them with an entry to the global scientific community, it is emphasised by PIE “that the interest of Northern institutes in cooperation with the South is strongly related with its potential to generate knowledge products (research output, publication, PhDs, new educational programmes, etc.).” Although the relevance of the NFP in this respect was confirmed in the interviews with the Dutch HE institutes, little concrete information was collected on this.

In the interviews with the HE institutes in the Netherlands it was indicated that NFP fellows brought in knowledge and experience of other countries and their educational systems. Also, having students and colleagues of another culture sparked discussions on ways of learning and knowledge concerning the subject matter. However, these didactical and pedagogical motives should not disguise the fact that for part of the education institutes educating and training NFP fellows is their core of existence.

Almost all Dutch knowledge institutes have been or still are in a process of developing educational programmes and research activities as part of their globalisation agendas. The feeling, as it was expressed by PIE (2009), is that the possible synergies between Dutch development cooperation in HE and the relevant knowledge that is generated by Dutch knowledge institutes should be better explored. Interestingly.

### 3.8 Conclusions

The core question as regards the relevance of the NFP is whether there is still a need for the external support the NFP is providing in order to alleviate ‘quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries’. This question can be answered at various levels.

#### *Labour market relevance*

- Due to a lack of labour market information (vacancies, future skills needs) the relevance of the NFP proved difficult to assess.
- During the country visits, however, the interviews indicated structural skills need in the organisations and companies of which employees participated in the NFP. The interviews also indicated that, in general, the available higher education in the developing countries does not seem to have the right mechanisms to effectively respond to skills shortages. In this context, the NFP is especially highly valued because of its well-balanced combination of theoretical and practical content of the courses.

#### *Relevance from an individual fellow perspective*

- The main reasons for fellows to apply for an NFP fellowship was a mixture of individual and organisation oriented motives. Especially ‘improving competences’, ‘enhancing personal development’ and ‘enhancing one’s career opportunities’ were mentioned as prominent motives. Besides, fellows also stressed the importance of ‘improving the quality of the services of the organisation’. All these motives were supported by a large majority (90% or more) of the NFP alumni.
- Especially with its supply of a wide variety of courses for mid-career professionals the NFP seems to offer unique opportunities in higher education which might otherwise not exist for many employees. Furthermore, the NFP makes use of accredited master courses in the Netherlands which in most cases are likely to be of higher quality than the education supply at universities in the South.



#### *Relevance from an employers perspective*

- In supporting the application of their employee(s) for the NFP the employers(also) have a clear focus on the individual development of knowledge and skills of their employee(s), (also) with the aim of improving the quality of services of the organisation and enhancing innovation in the organisation.
- It is noted that the perceived relevance of the NFP programmes as expressed by the employers should be considered with care, because a relatively large number of employers were a NFP fellow in the past, possibly having a positive bias towards the NFP. Furthermore, the country studies indicated that if given the choice fellowships would not always be the first instrument selected for capacity building.

#### *The intervention logic reconsidered*

- Although, from the above it could be concluded that the assumed causal relations which are part of the intervention logic seem to hold, it is noted that this chain of relations might be subject to obstacles and hindering factors which might limit the perceived effectiveness of individual education and training on the organisation; these issues are not given serious consideration in the implementation of the programme

#### *Relevance for Dutch Higher Education and the Dutch state*

- It is concluded that the NFP can be of relevance for the Dutch HE institutes for its potential to generate knowledge products (research output, publication, PhDs, new educational programmes, etc.), although the evaluation did not collect concrete information to underpin this assumption.
- The Netherlands as a state might potentially benefit of the NFP through improved bilateral relation from the large network of alumni that followed a course in the Netherlands with NFP funding.

Finally, from evaluations of other fellowship programmes it can be concluded that there is empirical evidence that individual fellowship programmes like the NFP are likely to provide benefits to individual fellows in terms of increased competences and improved career opportunities. Also, there seems to be a potential for stimulating organisational development provided that the organisation is open to new skills and new knowledge. On the national level, however, also based on earlier evaluations, there is little formal evidence of the impact of training programmes on poverty alleviation or improvements in sectors and the economy or society.



## 4 Effectiveness

### 4.1 Introduction

This chapter analyses the effectiveness of the NFP i.e. the extent to which the programme objectives have been achieved, based on an assessment of results at various levels (outputs, outcomes and impact). For a detailed description of these objectives we refer to chapter 2.5. In this chapter we first present the completion rate of the courses, followed by the benefits at the individual level, utilisation of NFP expertise and benefits at organisational level, including conducive and hindering factors. Effects at institutional and country level and wider socio-economic development will be discussed in the next chapter.

In the introduction chapter (section 1.5) we commented on the extent to which results can be measured. In fact a large part of the findings from the survey and interviews rely on self-reported benefits by alumni and may have a positive bias and somewhat overstate the increase in abilities associated with education and training. Through the employer survey and interviews during the country visits we have made efforts to involve supervisors and more in-depth views of alumni to validate these self-reported skill and behaviour assessments both at individual and organisational level.

In general it is difficult to attribute observed results at individual and organisational level to education and training activities. In cases it proved to be problematic to distinguish effects of NFP support from particularly effects of other capacity development or fellowship programmes. In most NFP partner countries many donors are active in the field of capacity building; organisations but also NFP beneficiaries often benefit from different fellowship programmes. In these cases we had to depend on the respondents to pinpoint the specific effect of the NFP support.

### 4.2 Completion rate of courses

To what extent did the NFP fellows complete their training and was this as planned and what factors explain the rate of completion?

The completion rate of the NFP courses is very high. Of the survey respondents, less than two per cent did not complete their education or course. Men (2.2%) slightly more often failed to complete their NFP education or training than women (1.2%). This high completion rate is confirmed by the information provided by Nuffic that about 98% of the fellows completes its education or training. Estimations of the different HEIs interviewed are a bit lower and range between 90-95%.

The main reasons for drop out are personal circumstances such as homesickness, pregnancy and family issues, and less of academic level. In some cases for example because of a pregnancy students are allowed to extend their fellowship or return to the Netherlands at a later time to complete their education. [Table 4.1](#) presents the rate of completion of the alumni surveyed for all modalities of the programme.

**Table 4.1 Rate of completion alumni surveyed (period 2002-2010)**

|                                    | SC           | MA         | PhD       | TM        | RF        | Total        |
|------------------------------------|--------------|------------|-----------|-----------|-----------|--------------|
| Finish                             | 98.3%        | 96.6%      | 64.6%     | 96.4%     | 95.5%     | 96.8%        |
| Did not finish                     | 1.3%         | 1.8%       | 9.2%      | 3.6%      | 2.2%      | 1.7%         |
| Still busy                         | 0.4%         | 1.6%       | 26.2%     | 0%        | 2.2%      | 1.4%         |
| <b>Total number of respondents</b> | <b>1,669</b> | <b>822</b> | <b>65</b> | <b>55</b> | <b>89</b> | <b>2,700</b> |

The results per modality show a higher drop out percentage for PhD students. This outcome is to be expected as PhD education also because of the length of the course is generally seen as the most challenging of all modalities and in cases HEIs do not allow students to continue after the first year because of academic reasons.

Two-thirds of the alumni surveyed completed their NFP education/ training with a certificate whilst about 30 per cent received a Master or PhD degree (see Annex 4, Q16).

### 4.3 Benefits of the NFP at individual level

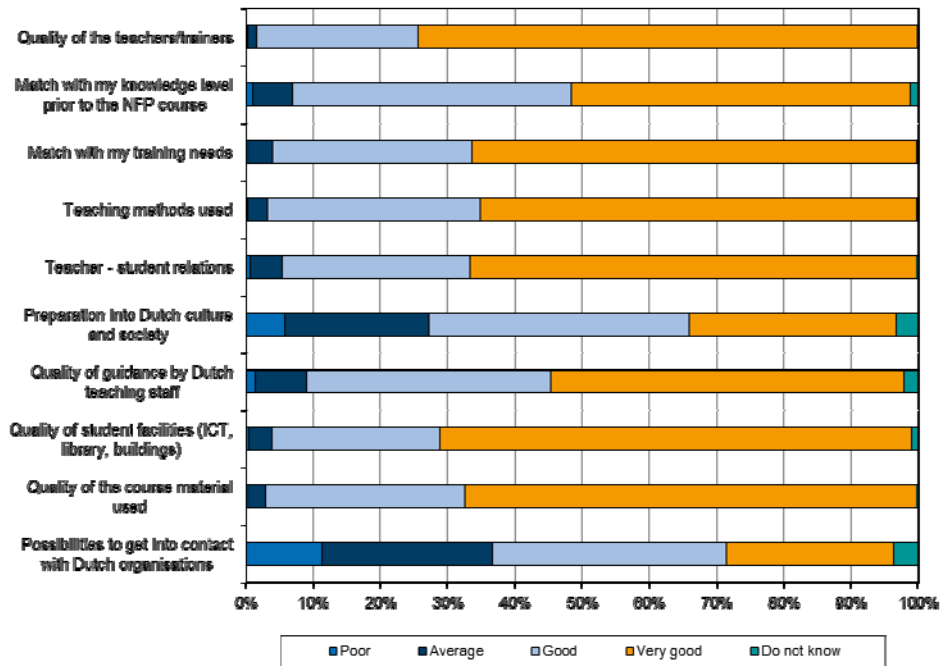
How do NFP alumni assess the value of the NFP fellowship and the training/ education provided and what have been their perspectives in terms of career, increased responsibilities, increased possibilities to train others, increased income, (academic) networking with peers, institutions in the Netherlands? Did this meet their expectations?

#### 4.3.1 Perceived value of NFP and education and training provided

All alumni interviewed identified the NFP fellowship to be an important aspect of their personal development as well as their knowledge and skills development. Particularly students who obtained a Master or PhD degree stressed that the financial support was essential to their studies and that they would not have chosen to pursue their degree if the NFP or an alternative donor would not have provided funding.

Alumni respondents are in general very positive about the education or training offered by NFP. The quality of teachers/trainers is appreciated most as nearly all (98%) alumni surveyed judge this element of the NFP education or training either as 'good' or 'very good'. Figure 4.1 shows that there are only minor differences between the categories apart from the two elements: possibilities to get into contact (built relations) with Dutch organisations and preparation into Dutch culture and society, which show less positive scores.

Figure 4.1 Alumni assessment of elements of the NFP education or training?



Notably alumni who participated in a tailor-made course were most positive on the majority of the elements while alumni of master courses were least positive on most elements<sup>44</sup>. During the field visits in addition the international aspect 'learning from experiences in different countries and cultures' and the practical aspect 'learning to do your own research and concrete experiences in the working environment' of the courses were mentioned. Nevertheless the practical aspect is also criticised by alumni indicating that they would like to have had more practical experiences tuned to their local/ regional context.

About 20 per cent of the alumni surveyed participated in a refresher course. From table 4.2 it can be concluded that an upgrade of knowledge and skills acquired in the earlier NFP course but also the possibility to catch up with the newest techniques and methodologies are seen as the most important values of these courses. Also a large majority of the employers (31)<sup>45</sup> of staff that participated in refresher courses find that these courses are (very) useful and provide similar scores to the different values.

<sup>44</sup> See Annex 4, Q21.

<sup>45</sup> See Annex 5, Q19.

**Table 4.2 Value of the NFP refresher course (maximum of three options possible) <sup>46</sup>**

|   | Alumni     |
|---|------------|
| Upgrade of knowledge and skills acquired in my earlier NFP course | 81.4%      |
| Catching up with the newest technics and methodologies            | 67.9%      |
| Discussing practical problems I encounter in my daily work        | 58.5%      |
| Asking advice on practical problems I encounter in my daily work  | 31.7%      |
| Strengthen business and academic contacts in the Netherlands      | 15.8%      |
| Strengthen social contacts in the Netherlands                     | 9.0%       |
| Other, please specify   | 1.8%       |
| <b>Total</b>  | <b>501</b> |

#### 4.3.2 Effects on career development

The alumni have clearly benefitted from their participation in NFP. This overall positive picture is evident from both the survey results and the field visits. Alumni respondents identified many direct and indirect benefits of their experience in addition to their qualification. This is shown *inter alia* by the survey results on competences developed, the impact of NFP on daily work, networking contacts of the alumni and income changes. The findings in these areas will be presented hereafter.

##### *Professional performance*

Respondents in general feel that they especially developed the following competences to a large extent: in-depth subject knowledge (94%), a critical and analytical attitude (92%) and to work in close collaboration with others (91%). These last two competences are seen as specific benefits of studying in countries like the Netherlands. One of the respondents stated in this respect: *“In the Netherlands you learn how to understand, in Africa you learn how to pass exams”*.

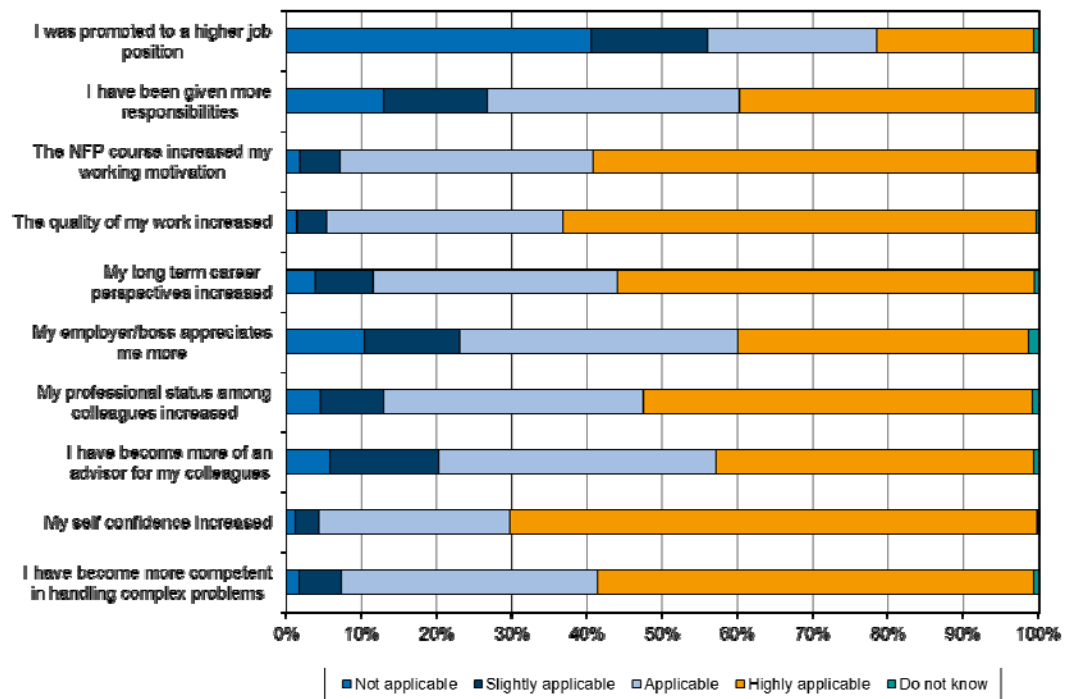
Differences per modality can be linked to the nature (level and length) of the courses, e.g. alumni who participated in a master course developed their critical and analytical attitude and computer skills more than the fellows in the other modalities. Also, and not surprisingly, alumni who participated in master and/or PhD courses learned more about new research methodologies than participants in other modalities<sup>47</sup>.

Positive effects on everyday work were perceived in different areas including increased self confidence, an increased quality of work, an increased working motivation and improved competences in handling complex problems (See figure 4.2). A comparison between respondents that completed their NFP education/ training before 2009 and respondents that finished in 2009 or later years shows that impacts are perceived almost equally by ‘older’ and ‘newer’ NFP alumni.

<sup>46</sup> The difference with the number of Refresher Course respondents in table 4.1 can be explained by the fact that respondents who participated in more than one NFP course, were asked to fill in the questionnaire for the highest level of NFP education or training followed or if the courses followed were of comparable level the one with the longest duration. In total 89 of the respondents filled out the questionnaire based on the refresher course followed. Table 4.2 is concerned with all alumni surveyed (N= 501) that participated in a refresher course.

<sup>47</sup> Annex 4, Q22.

Figure 4.2 Impact NFP education/ training on everyday work



Following differences which are to a large extent evident from the nature of the courses in perceived impact between the modalities have been observed (see annex 4, Q3):

- Master alumni feel that they have become more competent in handling complex problems than other alumni;
- Master and PhD alumni more often state that they increased their professional status among colleagues than others;
- PhD alumni but especially master alumni were more often promoted to a higher job position than others;
- Master alumni more often indicate that they have been given more responsibilities than other alumni.

Evidence from both the alumni survey and field visits shows that a large majority of the alumni have exchanged knowledge through training (on-the- job) and workshops. Over 90% of the alumni surveyed (Annex 4, Q38) indicate in this respect that they shared important knowledge and skills with colleagues whilst almost 80% of the alumni respondents feel that they have become more of an advisor for their colleagues. Often this was however at their own initiative. Employers in general tend not to have a policy in this respect.

#### Career development

Obtaining a higher degree of education led to a higher job positions and/ or increased responsibility for about 70% of the alumni surveyed (see figure 4.2). This is especially the case for alumni who completed a Master's or PhD course. These findings are considerably more positive than the results of the 2009 Tracer study by Nuffic which only showed a modest influence of the NFP training on the work situation and career for the vast majority of the alumni. Approximately 10% of them reported a change in position or responsibilities<sup>48</sup>. Nevertheless the field visits showed that promotions, are often not related to having international experience and therefore also occur when a Master or PhD is obtained through a local university. In education and research institutes this is in

most cases an automatic process. In other organisations promotion is often the result of either having a vacancy at a higher level or a procedure for promotion that depends on competition, not only requiring higher qualifications but also specific performances on the job (in terms of length and quality of work). In only a limited number of visited organisations specific tasks or objectives were agreed with the fellows to be performed upon the return to the organisation.

Findings from the field studies showed clear differences between the countries. In Bangladesh for instance, contrary to the more positive career perspectives in the other three countries visited, almost non of the alumni interviewed experienced increased perspectives or salary increase.

#### *Income changes*

Effects on income increase have been mixed. Salary increases after completion of the NFP education or training are very much related to type of modality. As can be expected, alumni that completed Master courses received more often a (higher) salary increase than alumni who completed a short course, PhD course, tailor-made course or refresher course. Over 30% of Master course alumni received even a salary increase of more than 25%. Table 4.3 presents the results of the mutations in salary of alumni.

**Table 4.3 Changes in salary after completion of the NFP education/ training**

|   | SC           | MA         | PhD       | TM        | RC        | Total                     |
|---|--------------|------------|-----------|-----------|-----------|---------------------------|
| Salary decreased                        | 1.0%         | 2.2%       | 1.6%      | 0.0%      | 2.3%      | 1.4%                      |
| Salary did not really change            | 57.7%        | 24.8%      | 37.5%     | 60.4%     | 55.2%     | 47.2%                     |
| Salary increased by less than 5%        | 6.4%         | 6.7%       | 3.1%      | 7.5%      | 6.9%      | 6.4%                      |
| Salary increased by between 5% and 10%  | 12.3%        | 14.8%      | 15.6%     | 9.4%      | 12.6%     | 13.1%                     |
| Salary increased by between 10% and 25% | 10.2%        | 15.6%      | 12.5%     | 7.5%      | 12.6%     | 11.9%                     |
| Salary increased by more than 25%       | 9.8%         | 30.1%      | 14.1%     | 13.2%     | 9.2%      | 16.2%                     |
| I do not know                           | 2.6%         | 5.7%       | 15.6%     | 1.9%      | 1.1%      | 3.8%                      |
| <b>Total number of respondents</b>      | <b>1,635</b> | <b>803</b> | <b>64</b> | <b>53</b> | <b>87</b> | <b>2,642<sup>49</sup></b> |

About 30% of the alumni surveyed (38 % of the 'older' alumni that finished before 2009 and 22 % of the alumni that finished in 2009 or later) have changed employer after they returned from the Netherlands. Most important reasons for changing jobs after the NFP education or training are a job offer from another organisation (41%) and an interest to work in another field or expertise (28%) (see table 4.4)<sup>50</sup>. There are some differences per modality. Intuitive appealing is the conclusion that master and PhD alumni lost their position to another employee more often than alumni who participated in other modalities. The course duration of master and PhD courses are longer than the other modalities. Furthermore, an important reason for PhD alumni not to return to the organisation they worked for is a low salary. Alumni of tailor-made courses are more often of the opinion that the organisation has a lack of career opportunities and decided more other that they want to work in another field or expertise.

Findings from the field visits show that most staff left their organisation to work for International NGOs and other international organisations such as the World Bank. In some countries (e.g. Ethiopia, Uganda and Bangladesh) the high turnover of staff is very much related to the

<sup>49</sup> As explained in chapter 1, the total number of respondents per question may differ because not all questions were compulsory and some of the respondents have not filled out the whole questionnaire.

<sup>50</sup> There is no significant difference between the percentage of male and female respondents that have changed employer. Compared to male respondents, female respondents more often felt that there was a lack of career opportunities in the organisation or were in a position that was taken over by someone else or became abundant because of organisational changes.



discrepancies in salaries between (semi-) government organisations and INGOs and private sector which can be as high as 1:10.<sup>51</sup> Findings from the 2009 tracer Study of NFP alumni showed that the shift in employment of females had predominantly taken place out of the local NGO's and into international organizations.

**Table 4.4 Reasons why alumni did not return to the organisation they worked for (respondents had more options)**

|   | SC         | MA         | PhD       | TM        | RC        | Total      |
|---|------------|------------|-----------|-----------|-----------|------------|
| Lack of career opportunities for me in the organisation                       | 20.6%      | 26.9%      | 20%       | 38.5%     | 22.2%     | 23.8%      |
| My position was taken over by someone else                                    | 2.7%       | 10.3%      | 13.3%     | 0.0%      | 0.0%      | 6.2%       |
| I received a job offer from another organisation                              | 42.2%      | 39.4%      | 40.0%     | 46.2%     | 38.9%     | 40.9%      |
| The salary was too low  | 17.4%      | 21.6%      | 40%       | 23.1%     | 22.2%     | 20.0%      |
| Due to organisational changes there was no place for me any more              | 8.3%       | 15.3%      | 20%       | 0.0%      | 16.7%     | 11.8%      |
| I decided to do another study after I completed the NFP education or training | 15.9%      | 7.8%       | 0%        | 7.7%      | 5.6%      | 11.5%      |
| I decided that I wanted to work in another field or expertise                 | 25.7%      | 31.9%      | 0%        | 38.5%     | 27.8%     | 28.2%      |
| Other, please specify <sup>52</sup>   | 38.1%      | 25.3%      | 40%       | 30.8%     | 44.4%     | 32.3%      |
| <b>Total</b>  | <b>339</b> | <b>320</b> | <b>15</b> | <b>13</b> | <b>18</b> | <b>705</b> |

Results from the alumni questionnaire show that over 90% of the respondents are currently working in their native country. This implies a low level of brain drain to other countries. The country visits, however, show remarkable differences in brain drain between countries as described in section 4.5.1. The main reasons for alumni to move to foreign countries are to continue further studies abroad (47% of alumni working abroad) and to work for an international organisation (12%). Results per modality show that alumni who participated in a master or PhD course have about twice as much left their native country than alumni who participated in the other courses. Differences between the results for male and female alumni show that male alumni are significantly more working for an international organisation while female alumni are significantly more continuing further studies (see Annex 4, Q27).

### Networking

Alumni kept to a large extent in contact with fellow NFP students (77%), teachers (45%) and other foreign students (45%) whom they had met during their NFP education or training. The main contents of the contacts are socially (64%) or for sharing technical advice (61%). Specifically the contacts of alumni who participated in a PhD course are more focused on future cooperation with the organisation the PhD alumni works for which can be explained by the fact that these alumni work more at universities.

<sup>51</sup> Civil service Employment and Pay in Ethiopia, Mohammed Mussa, World Bank, 2005.

<sup>52</sup> Most of the respondents who chose this category specified that they returned to the same organisation but are currently working for another organisation.

**Table 4.5 Main content of networking contacts (respondents had more options)**

|   | SC           | MA         | PhD       | TM        | RC        | Total        |
|---|--------------|------------|-----------|-----------|-----------|--------------|
| Socially / human interest                             | 62.5%        | 68.2%      | 49.2%     | 56.3%     | 54.8%     | 63.5%        |
| Sharing technical advice                              | 62.5%        | 57.8%      | 52.5%     | 58.3%     | 64.3%     | 60.8%        |
| Asking advice   | 40.8%        | 46.4%      | 45.9%     | 41.7%     | 40.5%     | 42.6%        |
| Entrepreneurial opportunities                         | 17.8%        | 17.6%      | 14.8%     | 18.8%     | 25%       | 17.9%        |
| Work content related                                  | 44.3%        | 42.8%      | 34.4%     | 50.0%     | 46.4%     | 43.8%        |
| Future cooperation with the organisation you work for | 37.5%        | 35.1%      | 47.5%     | 45.8%     | 42.9%     | 37.3%        |
| Other, please specify                                 | 4.7%         | 5.3%       | 4.9%      | 2.1%      | 2.4%      | 4.8%         |
| <b>Total</b>  | <b>1.577</b> | <b>773</b> | <b>61</b> | <b>48</b> | <b>84</b> | <b>2.543</b> |

After termination of the courses, the HEI continue to have contact with the alumni via newsletters, Facebook and specific alumni-networks. The extent to which the different HEI keep in contact with their alumni however differs. Alumni interviewed in general feel that the contacts and information received through these channels contribute to updating of technical knowledge and continued exchange of practises.

### Satisfaction

The respondents in general indicated that their expectations with regard to the NFP education or training were largely or fully met (89%). Of the alumni surveyed that felt that their expectations were not fully met (59%), 34% are most disappointed in the possibilities to improve specific competences and 23% about the possibilities to help improve the quality of the services of the organisation. Also the possibility to get a higher salary and enhanced career opportunities are often a disappointment but these possibilities are not determined by NFP. The results show differences in reasoning between modalities, which could be explained by differences in goals and characteristics of modalities. Alumni of tailor-made courses for instance note that their expectations are not met because specific competences are not improved enough (48%) whereas their expectations with regard to the enhancement of their personal development seem to be met. This result can be explained by the characteristics of the tailor-made courses: they were designed to meet specific needs identified by a requesting organization and were only of a brief duration.

**Table 4.6 Expectations which were not fully met (respondents had more options)**

|   | SC         | MA         | PhD       | TM        | RC        | Total        |
|---|------------|------------|-----------|-----------|-----------|--------------|
| to improve specific competences                                 | 30.6%      | 39.3%      | 37.8%     | 48.3%     | 38.5%     | 34.1%        |
| to improve my general knowledge                                 | 9.9%       | 13.5%      | 18.9%     | 6.9%      | 15.4%     | 11.4%        |
| to enhance my personal development                              | 12.4%      | 12.5%      | 16.2%     | 3.4%      | 21.2%     | 12.6%        |
| to help improve the quality of the services of the organisation | 23.7%      | 22.7%      | 32.4%     | 13.8%     | 21.2%     | 23.3%        |
| to enhance my career opportunities                              | 23.5%      | 24.8%      | 27%       | 24.1%     | 30.8%     | 24.2%        |
| to get a higher salary  | 30.8%      | 30.1%      | 29.7%     | 20.7%     | 26.9%     | 30.2%        |
| <b>Total number of respondents</b>                              | <b>938</b> | <b>488</b> | <b>37</b> | <b>29</b> | <b>52</b> | <b>1,544</b> |

All in all, the overwhelming majority of the alumni are (highly) satisfied with the NFP course they followed (96%)<sup>53</sup> and would certainly advise a colleague to follow a NFP course. While comparing the answers from men and women, we can conclude that the effects of NFP education and training on women and men do not vary significantly.

<sup>53</sup> Annex 4, Q44.

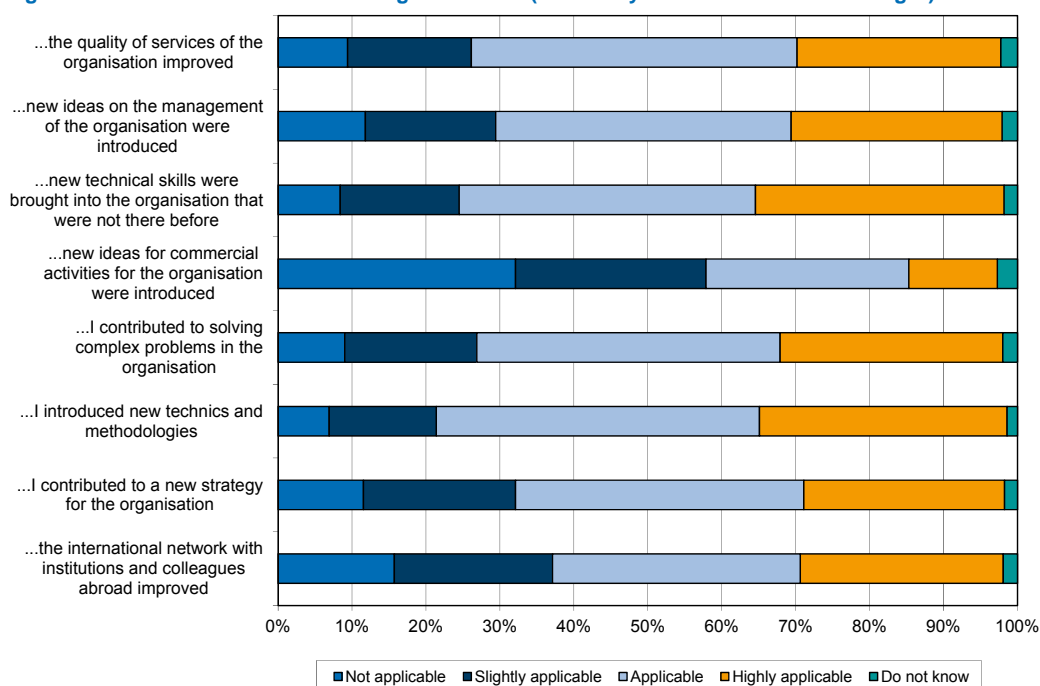
## 4.4 Utilisation of NFP knowledge

Did the NFP alumni return to their employer and have they been able to utilize their new expertise, knowledge, skills, aptitudes, etc. after returning to their employer? What have been the factors and conditions that have made this (im)possible (both in relation to the training and the employer)? What aspects/elements of the NFP fellowship have been considered most useful in this respect?

Most of the alumni surveyed (89%) returned to their employer after completing their NFP education or training, whilst over 70% of the alumni surveyed are currently still working for the same employer they worked for when they started their NFP education. Note however, that this number is somewhat influenced by the bigger response rate from alumni that recently completed their education/ training. Alumni who participated in a master or PhD course left their organisation more frequently (respectively 42,6% and 27,7%). These findings correspond with the 2009 Tracer study, performed by Nuffic, which showed a similar high percentage of alumni (90%) returning to their employers. This was particularly the case for alumni who were working for a government organization.

The findings from both the survey and interviews show that the alumni who returned to their employer are of the opinion that they have to a large extent been able to put (part of) their new expertise and skills to work. These findings are supported by similar results in the 2009 Tracer study in which a large percentage of the alumni that they have been able to apply the acquired knowledge and skills in their work situation (77.8%) and also share this knowledge and skills with people beyond their work situation (59.4%).

**Figure 4.3 Utilisation of NFP knowledge and skills (Due to my NFP education or training...)**



A comparison between the different modalities shows that alumni of PhD courses are less positive than other alumni on the utilisation of NFP knowledge and skills due to the NFP education or training (see annex 4, Q37).

The positive picture (see figure 4.3) provided by the alumni surveyed is supported by multiple concrete examples from the field study on the utilization of the NFP education or training. Several alumni respondents from education institutes for instance indicated in the interviews that the education and training in the Netherlands not only increased their technical knowledge but even more changed their teaching skills.

A total of 10 staff within the Hawassa University (**Ethiopia**) followed NFP Master courses in the field of environmental sciences as well as water management during the period 2002-2010. Five of these fellows were interviewed. In terms of the effectiveness of their experience in the Netherlands, both the employer and the alumni agreed that the most notable outcome of their education had in fact been that their teaching skills had changed. They explained that the participative approach and interactive teacher-student relationship, as is custom in the Netherlands, not only increased their technical knowledge in their field but also taught them valuable pedagogical lessons. Although the class size at Hawassa University, which can be over 100 students, is a significant obstacle for applying the newly learned teaching methods consistently, it is applied where possible, for example, by splitting up classes in groups and assigning group work. Although still an orthodox method for Ethiopian university level of teaching, the NFP alumni indicated that they teach with more confidence in their approach and methodologies. This was very much valued by their students. In addition to teaching, they noticed that their research work and management role in the University had improved significantly through their increased analytical and communication skills. They all stressed that they were now better able to work with different cultures and mind-sets. Being part of a team of professionals with different opinions has become more natural, allowing them to more freely express their opinion and interject when appropriate. A cultural change, all NFP alumni confirmed, they would not have done before their time in the Netherlands.

Nevertheless a considerable number of alumni interviewed indicated that they encountered various obstacles within the organisation that did not allow them to put (part of) their NFP education/ training into practice. The concrete examples were however in most cases provided off the record. The extent to which NFP alumni have been able to utilize their newly gained expertise and skills after returning to their employer varied tremendously depending on several influencing factors which will be discussed in the next section.

#### 4.4.1 *Conducive and hindering factors and conditions*

The alumni interviewed mentioned several conducive and hindering factors and conditions that influenced the extent to which they have been able to make use of the gained knowledge, skills and behaviour acquired via the NFP. These influencing factors relate to the work environment (lack of the right infrastructure or equipment and organisational barriers) and to the task or position and follow up upon return.

##### *Responsiveness to organisational changes*

Employers and/ or colleagues do not always appreciate behavioural changes. Conservative leadership in particularly African and Asian but also East European organisations can make it difficult to achieve (organisational) changes. According to a considerable number of the alumni interviewed, neither their organisation nor their colleagues/managers were ready to understand or adopt the changes they proposed, based on their gained insights from the NFP-programme. One of the Ugandan respondents stated in this respect: *“The (working) culture in my own country does not encourage you to apply the lessons learned; especially being relatively alone as an NFP alumnus in such an environment”*. In the case of organisations with more NFP alumni, or other Western educated staff, the organisational barriers were found to be lower. The field visits showed that organisational obstacles appear to be smallest in those organisations where management itself participated in education and training courses, whether funded through NFP or other programmes.

To overcome organisational obstacles, some of alumni encourage fellow colleagues to apply for NFP with the hope to create a critical mass for change.

#### *Follow up by employer*

The support of superiors influences the extent to which alumni will be confident to propose and apply new ideas. The field visits showed examples in which employers were very open to receive new ideas and supported their staff to implement these whilst in other cases the initiative was very much left to the alumni. A positive example in this respect is the Water Resource Commission in Ghana. The Commission is a flat organisation and until a vacancy is created, there are no promotions possible. The NFP alumni are allowed to be part of management meetings as an incentive and motivation but also to receive their input and ideas.

#### *Position upon return*

The information from the survey (see table 4.2) as well as the interviews show that alumni not always return to positions, or receive new tasks or responsibilities, in which they can fully implement their newly acquired knowledge and skills. Specifically for alumni of master and PhD courses a promotion to a higher (management) position can provide an opportunity to the alumnus to implement (small) changes. The field visits showed that particularly governmental organisations provided limited opportunities for promotion because political considerations, but also seniority and sometimes family ties are decisive factors. The extent to which alumni returned in positions where they could implement their acquired knowledge and skills will be discussed further in section 4.6.1.

#### *Follow up by NFP*

Several of the alumni felt that they were insufficiently supported and not given enough possibilities to put their newly learned skills in practice. They felt that a follow-up by either Nuffic or the RNE would increase the possibilities to utilise their skills and knowledge. Alumni in Bangladesh for instance indicated that the launch of platform of Dutch alumni supported by the Netherlands Embassy could serve as an advocacy tool for changing the prospects of alumni in the organisations they are working for. The embassy of Japan in Bangladesh recently started such a platform for their alumni to that effect.

#### *Availability of resources*

Courses are often finalised with the development of a specific plan or project to be implemented upon return to their organisation. Alumni interviewed expressed their frustrations that upon return neither funds nor human resources were made available by the organisation to implement these plans.

The availability of resources is also an important factor for specifically staff who are involved in more technical professions requiring expensive equipment such as environmental agencies, research centres and universities. In many cases both funding for equipment were found to be insufficiently available to apply the full knowledge learned through the NFP.

#### *Useful elements of NFP*

Related to the above mentioned factors and conditions several useful elements/ aspects of the NFP are mentioned:

- Attention for organisational management and change. Some of the HEI such as Van Hall Larenstein pay attention to organisational change in their degree programmes. Alumni stated that because of this they felt better prepared for the resistance they could expect from peers and superiors;
- Some HEI such as ITC-Twente provide alumni with relevant software programmes and updates which enables them to use what they have learned also in the workplace;

- Refresher courses were found to be a good opportunity to exchange practical experiences and problems encountered in daily work.

## 4.5 Effects of the NFP at organisational level

### 4.5.1 Utilisation of NFP knowledge in the organisation

To what extent did the NFP alumni return to their employer at the time of application and did they return to positions where they could implement their acquired knowledge and skills? Are there still qualitative and quantitative vacancies within the organization concerned? What other measures did these organizations take to fill these vacancies?

The NFP provides support for education and training to ensure that staff in organisations have the necessary knowledge, skills and behaviour to improve the functioning of these organisations. An evaluation of these activities needs to validate whether the organisations actually do benefit from this capacity development investment i.e. whether the alumni actually were in a position to use the skills and competences developed.

As shown in the previous section a high percentage of the alumni surveyed (almost 90%) did return to their employer which supported their NFP application after they completed their education/ training. Nevertheless, findings from the field visits show clear differences between countries; and for instance Ethiopian and Bangladeshi organisations experience quite a high turnover of staff. Some of the selected employers indicated that over the years only 70% (or even less) of the alumni returned to their organisation after they went abroad for further education/ training. On the other hand, the selected organisations in Ghana did not experience much turnover.

In some cases alumni did not have an employer to return to. The interviews with current NFP fellows revealed that some of them in reality did not work for the person and/ or organisation that wrote their recommendation letter and which they referred to in their application.

Based on the feedback from the respondents it can be assumed that a considerable number of the alumni returned in positions where they could use (at least a part of) their acquired knowledge and skills. Findings from the survey show that the NFP education and training led to a higher job position and/ or increased responsibility within the organisations for about 70% of the alumni surveyed (see figure 4.2). Moreover half of the alumni surveyed<sup>54</sup> felt that they became a leader in the organisation and/ or a serious discussion partner for other staff (69%). Compared with other modalities, alumni of PhD courses are less positive on these issues.

#### *Shortages of qualified staff*

About 70% of the employers surveyed felt that NFP helped the organisation to reduce shortages of skilled manpower and to retain their staff (see figure 4.5). This is inline with the percentage (about 30%<sup>55</sup>) of employers indicating that staff turnover among NFP participants is above the average staff turnover. A further 60% rate staff turnover of NFP alumni equal or even below the average staff turnover.

Most employers however state that they still experience shortages of skilled manpower. Almost 80 per cent of the employers surveyed are of the opinion that further improvement of staff quality is

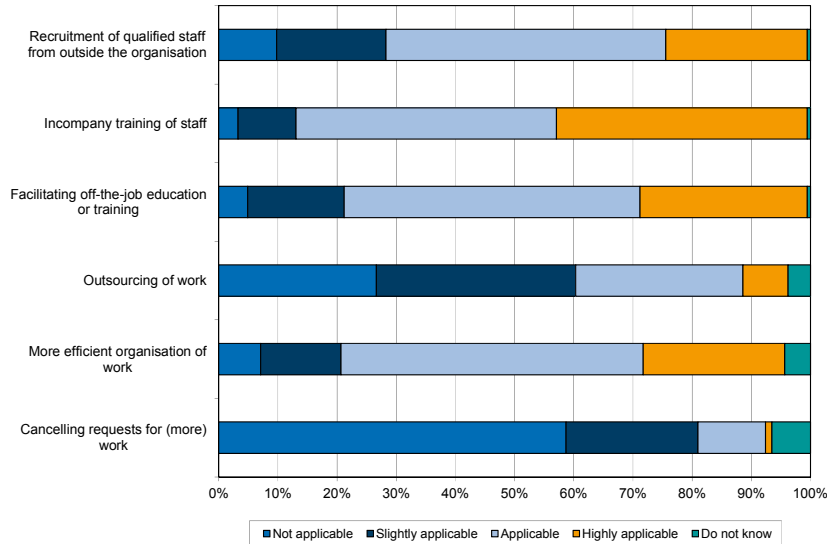
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<sup>54</sup> Annex 4, Q30.

<sup>55</sup> Annex 5, Q16.

required in all respects. The employer questionnaire also provides insights in the strategies that organisations apply to respond to shortages in skilled manpower in the organisation. Most applied strategies are in-company training of staff and facilitating on-the-job education or training as respectively 86% and 78% rated this as (highly) applicable. Only a minority of the employers surveyed indicate that they do actually cancel requests for (more) work.

**Figure 4.4 Organisational strategies to respond to shortages in skilled manpower (184 respondents)**



Most of the organisations have only a small (41%) or no budget (29%) for education and training of staff. Based on the information provided by the employer respondents we can conclude that the organisations in general actively encourage staff to obtain further education or training including enrolment into international fellowship programmes. The fact that only the salary has to be paid, but that NFP fellowships are provided for free might provide an extra incentive for organisations. One of the selected organisations during the country visits even incorporated NFP in its staff development plan by only allowing selected staff (based on internal prioritisation) to apply for a NFP fellowship.

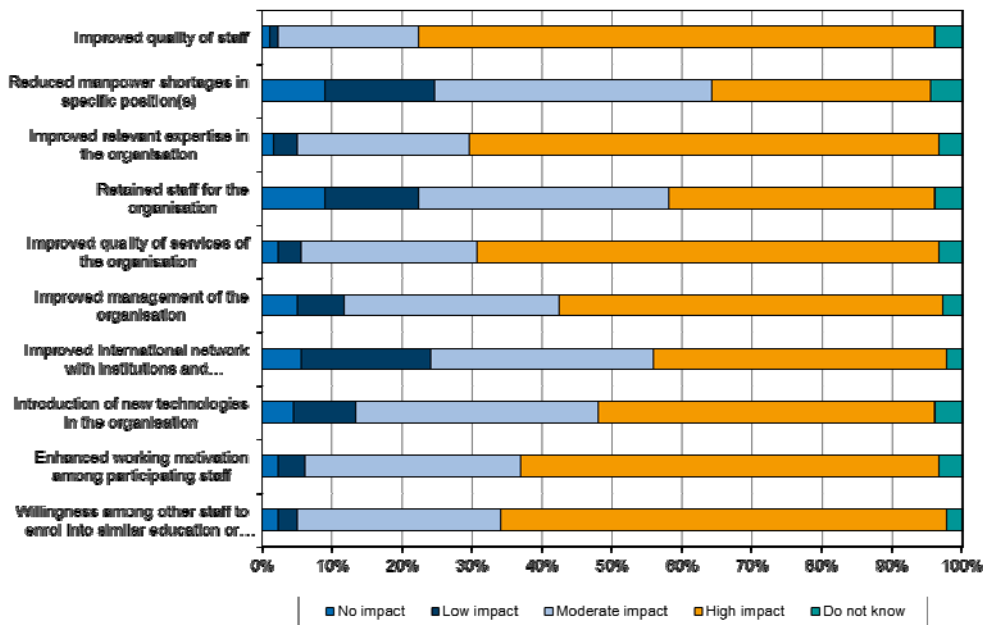
#### 4.5.2 Perceived benefits at organisational level

To what extent can it be established that the return of the NFP alumni has influenced the functioning of these organizations. What have been the factors and conditions that have made this (im)possible? Attention will be paid in this respect to the issue of 'brain drain'.

The picture with respect to improved organisational functioning is complicated. Both alumni and their employers in general felt that their return benefitted the organisations considerably, nevertheless many of them (69%) also note that there could have been more impacts for the organisation. This opinion is shared among all modalities but especially among alumni of refresher courses (75%) and short courses (71%). Critical findings from the field visits showing often limited possibilities to use the knowledge and expertise acquired modify the reported positive impacts even further.

The evidence from the two surveys and field visits point to "introduction of new techniques and methodologies", "new technical skills were brought into the organisation" and "improved quality of services of the organisation" as being the most important effects at organisational level (see figure 4.3 for scores alumni). The figure below shows that the employers surveyed provide similar or even higher scores than the alumni themselves.

Figure 4.5 How do you rate the impacts of the NFP education or training on the organisation? (179 employers)



Findings from the four field visits confirm that organisations have benefitted from the improved technical skills of the alumni and the exchange effect on colleagues. This provided opportunities for innovation and improved working methods and quality of services and products. It should be noted however that in case of individual fellowships it proved to be difficult to pinpoint exactly how the NFP education or training is linked to organisational improvements. The link to organisational improvements can be more easily made in case of TM courses and MYA as is shown in the following examples of governmental organisations in Uganda and Ethiopia:

In **Uganda** three Multiple Year Agreements (MYAs) were arranged by the Netherlands Embassy, with three local governments: with the *district local governments of Soroti, Arua and Lira*. The Soroti case was studied in-depth, by means of interviews with 6 alumni, the HRM officer, the Chief Administrator Office (CAO) and the Deputy CAO / Principle Assistant Secretary of the Soroti District Local Government (SDLG). The SDLG case indicated significant improvement of the organisation's performance. All were very positive about the impact NFP has had on the whole organisation. This was confirmed by the respondents of the Netherlands embassy, although it should be kept in mind, that one crucial source of information about the performance of SDLG could not be utilised: the inhabitants of the Soroti District. The vital positions for NFP participation were identified on the basis of a needs assessment. The 6 interviewed alumni got all promoted after participating in NFP, except for 1 (male). The main areas improved because of NFP were: (a) conceptualising and writing multiple year policy plans, e.g. on the improvement of the quality and access of primary education in the region; (b) implementation of complex projects, e.g. on the strengthening of neighbourhood cooperation on social issues, including enhancing local support; (c) internal management and communication of (parts) of divisions within SDLG.

*The Bureau of Marketing and Cooperative Development* in the SNNP region in **Ethiopia** is responsible for the development of cooperatives across the region. Through a multi-annual agreement plan, 12 Master courses were followed in the Netherlands and nearly all other bureau staff (54 in total) participated in short-term courses, a further 20 staff received tailor made training. Due to the large number of bureau staff members that were able to participate in the courses, a change in the organizational culture had been felt after the programme ended. Particularly in terms of organizational structure and daily routines it was felt that their efficiency had increased at head office. Through the training they had received, they were able to pass



on the acquired skills through further training. With their increased capacity, they have further been able to support more cooperatives in new areas and participate in the design of new policy on cooperative development. According to their own internal review, the multi-annual partnership provided the following benefits:

- *The delivery system of support services to cooperatives and their members is strengthened;*
- *The professional skills of 34 staff members to deliver support services to cooperatives and their members are improved;*
- *Market oriented business development for different types of cooperative;*
- *Ability to design a feasible business plan for a cooperative in all its aspects;*
- *Awareness of the factors that influence the functioning of the cooperative;*
- *Awareness of the role of cooperatives within the chain and able to make use of opportunities regarding chain development and management;*
- *Ability to choose among different training techniques and aids and develop training materials.*

Most of the staff who were employed at bureau level in 2012 had received the NFP training. The reason for such low turnover is mostly due the nature of the profession as there are few other career opportunities for those working in cooperatives. The effects of the programme are therefore long-lasting.

The visits revealed that NFP alumni and particularly Master and PHD course alumni have influenced the strategy and/ or working culture of the organisations to a much lesser extent. One however needs to be realistic in this respect as these effects in general are more difficult to achieve and depend very much on the given possibilities within an organisation. Likewise the influence of alumni in the cases studied depended very much on the extent in which a 'critical (NFP) mass' could be established and/ or the extent to which a more 'open or conducive' management culture existed. In Bangladesh for instance but also in some the other countries visited findings show a marked difference between the perceived effects on international institutes (UDDIPAN and the Forum for public Health) visited and the Bangladeshi institutes (Water Board and the universities). Alumni in the international institutes appear to have a greater influence on the strategy of these organisations than those returning to the Bangladesh institutes.

The examples provided show that the degree to which the organisations have benefitted varies across greatly as is indicated in section 4.5.1 and the next session on influencing factors at institutional level.

#### *4.5.3 Conducive and hindering factors and conditions at institutional level*

In section 4.5.1 influencing factors at the individual level were discussed. These factors and conditions in most cases also related to the institutional level. Lack of human and financial resources for instance is also an obstacle for organisational change. Here we will not repeat these factors but focus on factors that are specifically related to the employer.

Table 4.7 provides an oversight of answers of the employers (38%) and alumni (69%) surveyed who indicated that the NFP education or training of their staff could have had more impacts on the organisation to the question how organisational impact could have been further improved.

**Table 4.7 In what way/ when could the/ your NFP education or training (of your staff) have had more impacts on the organisation? (Respondents had more options)**

|  | Employers | Alumni              |
|--|-----------|---------------------|
| If more staff of the organisation could attend the NFP programme                                 | 84.8%     | 60.7%               |
| If more refresher courses were organized   | 51.5%     | 64.9%               |
| If the education or training had been better tuned to the needs of the organization              | 50.0%     | 25.7%               |
| If the transfer of NFP knowledge to other staff in the organisation had been better organized    | 43.9%     | 26.9%               |
| If the NFP participant(s) would have communicated better on the content of the course/ programme | 34.8%     | -                   |
| If the education or training had been more embedded in our training policy                       | 34.8%     | -                   |
| If the quality of the courses/ programmes would have been better                                 | 25.8%     | 11.8%               |
| If the organisation had been more involved in the selection of candidates                        | 22.7%     | -                   |
| Other, please specify  | 12.1%     | 12.6% <sup>56</sup> |
| <b>Respondents</b>   | <b>66</b> | <b>1,767</b>        |

The influencing factors identified can roughly be grouped in conditions related to:

- Availability of a critical mass;
- Link NFP fellowship to strategic plan or staff development plan organisation;
- Exchange effects on other staff;
- Content of the education or training.

#### *Availability of a critical mass*

As becomes clear from table 4.7 a majority of both alumni and employers indicate that more fellowships for staff of the organisation would have provided more impacts for the organisation. It could be argued whether this is a wish list or reality. Nevertheless, findings from the field studies showed that the organisational effects of NFP vary greatly depending on whether there is a critical mass of alumni and whether the organisation is able to retain them. Although we find sufficient evidence of brain drain on the level of the organisations (e.g. all of the alumni working for the two NGOs visited in Ethiopia (5) had left the organisation), we need to bear in mind that trained staff will seldom spend their entire career at a single institution. The loss of trained employees to other institutions (or an entirely different sector) can however be problematic in a short-term perspective of institutional development.

#### *Link to strategic plan or staff development plan of the organisation*

An important influencing factor has to do with the link to the staff development plan or strategic plan of an organisation. This relates to the assumed linkages between fellowships as an instrument of capacity building. Education and training that are based on a need assessment and embedded into organisational plans can be expected to have a larger support and follow-up from the organisation as is shown in the positive examples of MYA presented above. The survey results show that about 85% of the employers indicated that the decisions about further education of staff are very much based on education and training needs of the organisation. Nevertheless a considerable number of employers commented that they would like to have a larger say in the selection of participants. This would allow them to prioritise education and/ or training for their organisation as a whole. In the case of the Hawassa University in Ethiopia for instance the agricultural faculty has a very (too) high

<sup>56</sup> The aspects specified under other mostly relate to more training/ education for staff that already benefitted from NFP. Mentioned were the opportunity to have another NFP education in a higher degree or a longer duration of the course.

number of professional staff with a PhD (over 80%) because fellowship programmes in general<sup>57</sup> tend to favour agricultural studies, whilst other faculties are much more in need of such positions.

The TM courses and MYA were not any longer included after 2008 provided the opportunity to link the provided education to the development plan of an organisation. Currently the NFP does not include any of such front-end mechanism apart from the letter of recommendation that needs to be provided. The field visits however revealed that most organisations tend to allow (and write a letter of recommendation for) all staff that qualifies to apply for fellowship programmes. Some of the employers even mentioned that they feel almost forced to give recommendation because they do not want to block any opportunity for their staff.

#### *Exchange effects*

Training and education can improve the functioning of the organisation from the individual improvement and due to possible exchange (echo) effect on other staff. Findings from the field visits show that the extent to which exchange with colleagues takes place varies between organisations. This is also illustrated by the number of the employers (44%) and alumni (27%) surveyed indicating that the impact of NFP could have been larger if the NFP fellow had shared more of the gained knowledge and skills with colleagues. The case studies show that the initiative for knowledge exchange is very much left to the alumni as most of the organisations do not have a policy in this respect.

#### *Content of the education or training*

Although over 93% of the employers surveyed<sup>58</sup> are of the opinion that the content of the NFP education or training was (very) useful for their organisation, half of the employers and alumni concerned are of the opinion that more refresher courses and a better quality of the courses/ programmes could have further increased the impacts on the organisation. Linked to this 25% of alumni and 50% employers surveyed who indicated that the NFP education or training of their could have had more impacts on the organisation (see table 4.7) felt that the education or training should have been better tuned to the needs of the organisation. Compared to other modalities alumni<sup>59</sup> of PhD courses and refresher courses state more often (even almost twice as much for alumni of refresher courses) that the impacts would have been larger if quality of education and training would have been better. A number of the employers commented in this respect that they would like to have (more) contact with the HEI in the Netherlands to provide feedback on the content of the courses and link to practice and working process.

## 4.6 Conclusion

The alumni have clearly benefitted from their participation in NFP. Benefits were generated in different areas such as increased personal and professional competences, career perspectives, including promotions and- or increased responsibility and network opportunities. About 70% of the alumni reported a higher job positions and/ or increased responsibility after they obtained a higher degree of education.

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<sup>57</sup> This applies also to the NFP after 2010 as food security (agriculture) is one of the priorities of the RNE for development cooperation.

<sup>58</sup> Annex 5, Q15.

<sup>59</sup> Annex 4, Q40.

These benefits noticeably have led to better qualified staff for employers but not necessarily the employers fellows were working for. However effects at the individual level seem to be much greater than at the organisational level. Alumni who returned to their employer are of the opinion that they have to a large extent been able to put (part of) their new expertise and skills to work. Findings from the field visits confirm that organisations have benefitted from the improved technical skills of the alumni and the exchange effect on colleagues. This provided opportunities for innovation and improved working methods and quality of services and products. Nevertheless the examples provided show that the possibilities to utilise the gained knowledge and skills varies greatly across organisations and are influenced by factors and conditions such as the extent to which organisations and superiors are receptive to new ideas and superior, the position of the alumni upon return and the availability of resources.

At organisational level to a lesser extent the alumni have been able to influence the organisational strategy or working culture. A substantial impact of the NFP education and training depends very much on the critical mass within an organisation. Organisational barriers are found to be lower in organisations where more NFP fellowships or fellowships from other programmes were awarded. This could indicate more “readiness” within the organisation or be a result of a larger mass of employees having been trained. Another factor that influences the development effects is the embeddedness of the training or education of staff in a staff development plan of the organisation.

TM and MYA provided opportunities to link the fellowships to the development plan of an organisation. In case of the individual fellowships utilisation of newly learned knowledge, skills and competences is very much left to the individuals as NFP does not involve any strong front-end mechanism to achieve effectiveness at the organisational level and this is one of the missing linkages in the NFP intervention logic. Therefore, effects at the organisational level occur at an ad hoc basis and are not necessarily the result of the link of training and education of staff with other capacity building activities. As was indicated in chapter 2 the organisation must show ‘openness to new knowledge and skills’, and must be willing to support the utilisation of new skills and knowledge in daily work practice; merely fellowships are not sufficient to improve the functioning of organisations. Most employers are satisfied with the content of the NFP education but would like to have a larger involvement in the selection process.

The number of alumni that do not return to their employers or leave the country is relatively low but differs per country. Notwithstanding the fact that most alumni do return to their employer after completing the NFP education, the findings in Bangladesh, Ethiopia and Uganda provided evidence of occasional considerable brain drain at the level of the organisations. The loss of trained employees to other institutions can very much limit the momentum for institutional development while possible being a brain gain for other organisations.

## 5 Impact

### 5.1 Impacts on the wider socio-economic development

What is known about the indirect contribution made by the NFP (through better institutional capacity of employers of NFP alumni) to the wider aims of socio-economic development, poverty alleviation and gender equity? E.g. how do numbers and types of NFP trainees compare with the recipient countries' quantitative and qualitative shortages of skilled manpower at mid-career level, and their Education and Human Resource policies? Has the selection of fellows corresponded with country-specific needs and opportunities?

The complexity and nature of the NFP programme and its current way of recording and tracking alumni does not facilitate data gathering necessary for the analysis of the possible effects on institutional or sectoral performance and/or policies as well as wider implications. As mentioned in chapter 2 the general objective of the NFP is set at the level of organisations and no intervention logic or underlying assumptions and well-defined indicators have been formulated for the contribution of NFP to the wider aims of socio-economic development. Based on the individual and organisational outcomes there is however some indirect and anecdotal evidence on the likely contribution of the NFP education and training to achievement of wider socio-economic impacts. Nevertheless in general it is impossible to attribute any societal/ economic achievements to NFP.

The number of fellows and consequently the possible indirect contribution of NFP varies per country from 1170 in Ethiopia to for instance only 15 in Cambodia. Of course this is not an one to one relation as support to one fellow who is in the right position under the right conditions might very much impact economic and social development. Results from the survey showed that about 10% of the alumni surveyed particularly master and PhD course alumni are currently abroad, half of which for further studies (which is not really brain drain). Based on these figures brain drain to other countries appears to be limited but it could be argued that this percentage is likely to be higher as alumni who have left their country of origin are more difficult to trace and are consequently underrepresented in the response population. However based on the present tracer study and tracer study results of other similar programmes such as the Commonwealth programme<sup>60</sup> one could assume that brain drain to other countries is about 10-12%.

In particularly three of the countries visited, Ghana, Ethiopia and Uganda a considerable number of fellows participated in the NFP in the period 2002-2010. Although all respondents in the field visits state the large need for further education and training of staff at mid-career level, there are no empirical data which allow comparison of the number of NFP trainees with the shortages of qualified manpower at mid-career level for any of the countries.

In recent years the number of higher education graduates increased tremendously in particularly the African countries, but quality of education has been lagging behind. Respondents interviewed indicated that the present gap is more about the mismatch between the quality of graduates and the skills as required.

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<sup>60</sup> Evaluation Commonwealth Scholarships in the United Kingdom, assessing impact in priority areas, Commonwealth scholarship commission, 2009.

In all four countries visited the largest number of fellowships were awarded in agricultural sciences. Looking at the size and importance of this sector in the countries this appears to fit the education and human resource agenda of the recipients countries. Also large number of fellowships were also awarded for social science, business management and geography and geology studies but as was mentioned above no data is available to make a comparison with the shortages in qualified staff in the recipient countries. Moreover the NFP and the way the selection of NFP applicants was organised in the period 2002-2010 was mainly linked to the demand at the individual level and not directly to needs at the organisational level or country level as such. The involvement of the RNE in the selection procedure in most cases was limited to a rough check on the eligibility and relevance of the fellow for the priority sectors in the country.

Gender equity is a major issue in all countries visited. The NFP is valued by both employers and alumni for providing equal opportunities to the population in rural areas and women. NFP is found to be less dominated by participants from the main areas and capital cities than other fellowship programmes. The current NFP practice to achieve the objective of 50% women participants for the whole programme and not just per country implies that other countries such as Colombia and the Philippines will need to compensate for the lower percentages in particularly the African countries. In the period 2003/2010 respectively 60% and 80% of the participants from Colombia and the Philippines were female. It appears the programme herewith does contribute to gender equity in these countries. Moreover gender equity is more than just counting women (or men) and will also need to influence course content. However it is outside the scope of the evaluation to take this into account.

[To what extent do the employers play an essential role in the socio-economic development in the country?](#)

Training and education activities of individuals can contribute, at least in theory, to economic, environmental and social developments through an improved functioning of organisations and due to possible exchange effects on other workers. The effect of individual training would be reflected in improved levels of services delivered by the organisation and/ or increased effectiveness of the organisation.

The organisations visited appear to play an important role in the socio-economic development of the countries, The potential contribution that an organisation may have on wider socio-economic or environmental areas are likely to differ according to the position of the organisation being more or less strategic. A successful programme at a university, for example, will likely have a more indirect and long term effect on development through educating new generations of students, than for example, an NGO or Government Bureau tasked with direct support to people and organisations. In other organisations it is hard to link the effect of NFP to their overall performance as the organisation experienced high turnover in staff or benefited from multiple capacity development programmes.

The country visits provide several concrete examples on how individual and consequent organisational outcomes have had some wider effects. In the case of Bangladesh NFP support to staff from several organisations active in water management have made a considerable contribution to the sector.

[Water management](#) is one of the major areas of relevance for [Bangladesh](#). Alumni of the BUET, the Bangladeshi Institute of Technology, involved in the study of water and land management report they have effected major innovations in this area as a result of the NFP programme. One such innovation concerns [remote sensing software, which is meant for mapping surfaces \(land and water\)](#). [Mapping water surfaces helps in disaster management when areas are flooded due to heavy rainfall, a situation that occurs](#)

regularly in Bangladesh. The institute offers courses for professionals in the field, such as those involved in rural and urban planning and the Bangladesh Water Board. Another innovation in the water management area realised concerns hydro informatics which concerns simulation software and allows one to calculate probable states of rivers and marine environments given certain interventions to control these. Using the software, the alumnus is now in a position to advise the engineering board on effective interventions in this. The respondents indicated: *I used to receive orders from my employer, but now I tell them what to do*". The employer mentioned: *"With the computer technology introduced here we can feed decision making processes on programmes to be launched to better counter flood risks, a major threat to Bangladesh"*.

In many cases the effects at the individual level have trickled down to the wider environment. NFP support to two female staff members of *Menschen 4 Menschen* an international NGO in Ethiopia have inspired one of the alumni to introduce credit schemes for women and this supported regional development.

Role of NFP in *Menschen 4 Menschen*, one of the largest NGOs in **Ethiopia**. Although only 2 staff members obtained a Master through NFP, their education has had sufficient effect to be remembered by the organisation. Two women staff Head of a project group in two different remote areas obtained their Master degree in the Netherlands in 2005 and 2009. Both specialised in rural development with a respective focus at health (female mutilation) and empowerment. According to the employer, these are the kind of topics the projects work with and appropriate to the regional needs. The organization identified that both degrees directly benefited the organization and the development of their work. Upon returning to the organization, the two women trained their staff in the remote areas and the staff at head office. They furthermore returned motivated to work and brought back new ideas and innovative approaches to obstacles the organization had faced. For example, one of them returned with the idea that a credit facility for women could work in her region of work. This was not considered before in that specific region. She was provided with a starting capital of 500 000 birr (= about 22.000 EUR) from the organization, which was used to lend money to 150 women. The programme worked and payments returned in such a way that two years later the credit facility had reached 600 women and now contains 2.7 million birr. Other regions are now learning from this example to set up a similar fund. The organization anticipated that the women would eventually leave the organization, as raising a family in such remote areas is not popular amongst those who are able to move to the city. Particularly highly educated women tend to leave the organization if they are not able to work at the head office. Both women indeed have left the organization after completing their obligatory one year of post-degree employment.

## 5.2 Impact on economic and political relations with the Netherlands

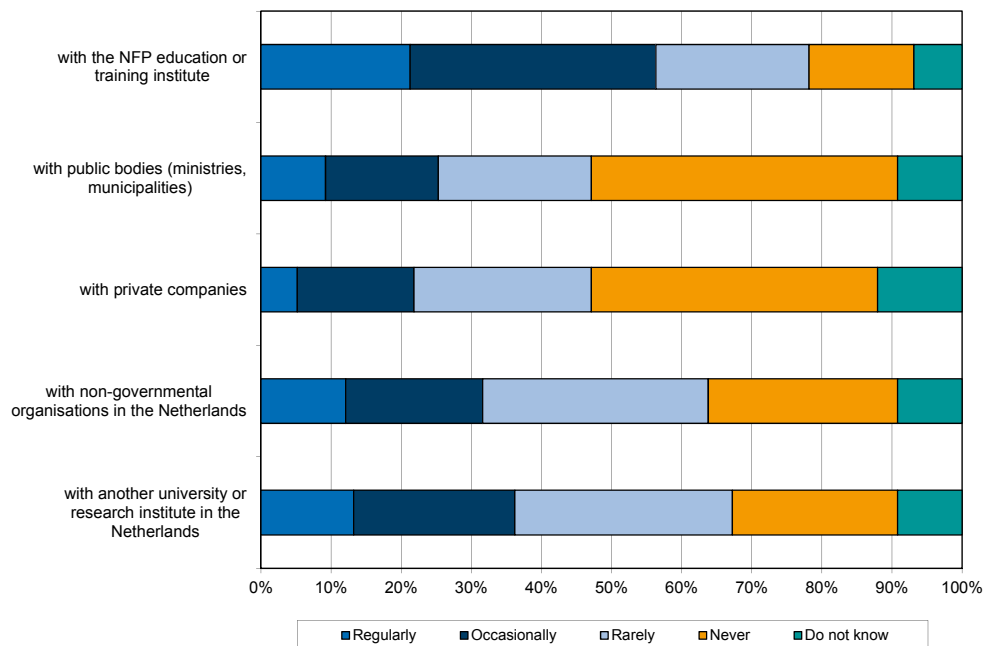
To what extent did the Programme contribute to positive economic and political relations for the Netherlands?

A potentially strong network of NFP alumni comes across in countries that have a long history of benefitting from NFP. In some countries NFP alumni are now in key positions. In Ethiopia for instance, it was noted that the current President is a former fellow of the programme and both the Embassy and alumni highlighted that the President has indeed been present at alumni gatherings of the programme. Moreover, the Netherlands does build a lot of goodwill with the NFP programme. Many alumni indicated that they feel themselves "*ambassadors*" of the Netherlands.

There is however no evidence to suggest that the programme has resulted in improved economic relations for the Netherlands. Alumni and employers interviewed felt that the fellowship did not lead to any effects on economical relations with Netherlands organisations. This is supported by the survey results (see figure 5.1) that show that the large majority of employers surveyed have rarely

contact with public bodies, private companies and non-governmental organisations. Findings from the field visit show that if economic relations do exist it is mostly the effect of other cooperation programmes and not a result as such from the NFP programme.

**Table 5.1 Contacts with Dutch HEI or training institute(s) or other organisations in the Netherlands? (174 employer respondents)**



Alumni data (received from the HEI) is only in a very limited number of cases used by the RNEs in the countries visited to advance relations. No active or well established Netherlands alumni association was present in any of the countries visited. The embassies visited have currently no resources allocated to the monitoring or maintenance of contacts with either the employers or the alumni. The RNE in Ethiopia as well as Uganda mentioned that they would like to have the alumni data available to actively use this information. Due to the large size of the alumni group and organisations in these countries as well as in Ghana, it is felt that this is a missed opportunity. The British Council for instance keeps track of its alumni and specifically alumni in high positions as much as possible. Alumni are informed about developments and invited to meetings etcetera.

### 5.3 Conclusion

Based on the present tracer study and similar studies it is likely that about 90 per cent of the alumni is still working in their country of origin. Lack of empirical data however makes it difficult to compare the numbers and types of NFP trainees with the recipients countries shortages of qualified manpower and therefore to assess whether the NFP contributed to reduced staff shortages at national level.

The broader societal and economic achievements are difficult to attribute to the NFP. There is little formal evidence of contribution of the NFP to the socio-economic developments of the partner countries. The field visits provided some anecdotal evidence of effects at the individual or organisational level that trickled down from the individual to the organisational level, sector level and wider socio-economic environment. These wider effects were either achieved through NFP support to a larger number of trainees from a certain sector or through NFP support to an individual



who by her actions helped her organisation to develop activities that supported regional development and specifically the position of women.

Based on the long NFP history and consequent large number of alumni in some of the countries it can be assumed that the programme has benefitted bilateral relations with the NFP countries. Nevertheless the country cases show that alumni information is not actively used to develop relations between the Netherlands and the NFP countries. This is seen as a missed opportunity, especially by RNEs.



## 6 Efficiency

### 6.1 Introduction

Efficiency relates to what is obtained in relation to the inputs mobilised. An efficiency indicator is therefore the ratio of two indicators: the measurement of the outputs produced and the measurement of inputs mobilised to produce it.

The inputs for the NFP were delivered by various organisations and persons involved. The Netherlands Ministry of Foreign Affairs provided inputs to the NFP in terms of budgets and staff (including embassies and consulates), Nuffic provided management (paid by the ministry), Dutch HE institutions provided management and education (subsidised by the ministry), fellows provided their time and employers continued with salary pay of the fellows during the course period. The latter should be put in perspective since not all employers fully meet their commitment in this respect.<sup>61</sup>

It was not possible within the scope of this evaluation to come to a comprehensive overview of the costs related to the inputs of all parties involved. The available information at the Ministry and Nuffic relating to the costs of the programme was collected and analysed in order to get a general insight in the height and cost structure of the NFP modalities and not to conduct a thorough efficiency analysis. Regarding the HE institutions involved in the NFP it should be noted that some of these institutions receive an institution grant from the Ministry of Education. This funding mechanism, however, is under debate at the moment. This budget flow therefore has not been considered in the efficiency analysis. Besides, it should also be taken into consideration that staff of the Ministry of Foreign Affairs, embassy staff and the employers of the NFP fellows also bear (salary) costs that are easily overlooked. Also, on these costs no concrete information is available.

### 6.2 The NFP budget

The total budget for the NFP programme during the period 2003-2010 amounted to 244 million euro, which is on average 30,5 million per year.<sup>62</sup> This is exclusive of the management and implementation costs of Nuffic (see below).

Nuffic receives a yearly budget for the NFP programme. Based on this budget Nuffic makes funding commitments. The yearly cash flow has been more or less similar in the period 2003 to 2010 (Table 2.2). In 2005 and 2009 the budget was under-utilized, in the other years there was a (small) budget overrun.

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<sup>61</sup> In the case of the Short Courses (including TM courses) and Refresher Courses, almost 90% of the respondents had been paid their salaries during the training period. This has been the case for approximately 60 percent of the respondents who had attended a Masters Course. About 20% received part of their regular salary. Source: NFP Tracer Study 2009, performed by Nuffic.

<sup>62</sup> The overall cash flows of the NFP programme are € 244.842.702 over the period 2003-2010, which is on average € 30.605.338 per year.

**Table 6.1 Budget and cash flow of the NFP programme 2003-2010**

| Year | Budget     | Cash flow  | Difference between budget and cash flow |                              |
|------|------------|------------|---|------------------------------|
| 2003 | 13.200.000 | 13.226.979 | -26.979                                 | Small budget overrun         |
| 2004 | 25.800.000 | 25.807.911 | -7.911                                  | Small budget overrun         |
| 2005 | 25.100.000 | 25.066.160 | 33.840                                  | Under-utilization of budget  |
| 2006 | 29.300.000 | 29.421.267 | -121.267                                | Budget overrun               |
| 2007 | 31.030.561 | 31.282.229 | -251.668                                | Budget overrun               |
| 2008 | 37.148.289 | 37.406.992 | -258.703                                | Budget overrun               |
| 2009 | 48.100.000 | 43.934.325 | 4.165.675                               | Under-utilization of budget* |
| 2010 | 38.600.000 | 38.696.839 | -96.839                                 | Budget overrun               |

\*) Underutilization is due to the fact that TMT and MYA were transferred to NPT/NICHE.

Source: NFP Kerncijfers 2003-2010.

### 6.3 Price regulation

In order to understand the development in the level of the NFP grants in the period under evaluation it is necessary to provide some details on the price mechanisms that were applied between 2002 and 2010. The available grants are meant to cover for full costs relating to tuition fees, travel expenses, insurance, settling-in, subsistence, housing, books et cetera.

In the evaluation period the Ministry applied various regulations to keep a grip on the developments of the tuition fees, in order to limit (the increase in) the costs of NFP grants

#### *Regulation of tuition fees:*

- Until 2009 the *125%-rule* was applied, meaning that HE institutions were not allowed to charge a fee that exceeds the average fee level in the field of study concerned with more than 25%. In case of a higher fee level, the institution was given the opportunity to be selected as an education and training provider for the average fee level +25%;
- Because of uncertainty of continuation of the NFP in 2008 the same course list was used as in 2007 with a 1,5% inflation correction;
- From 2009 onwards the 125% rule was abandoned and fee levels were settled for a four year period, meanwhile only allowing price indexation (inflation rate). This was applied for the first time in 2011.

#### *Regulation of PhD grants*

For PhD grants a maximum of 85,000 euros was set by the Ministry of.

Regarding the tuition fees for master courses it is also noted that, because of regulation of the Ministry of Education, these were substantially increased for non-EU residents over the past years.

#### *Increased competition*

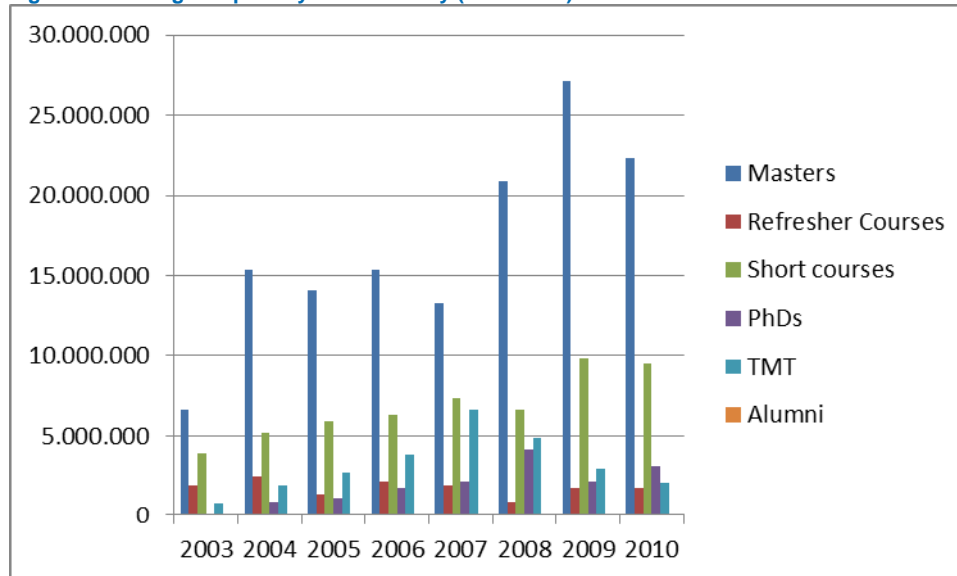
Additional to changes in the price mechanism it is also noted that whereas under the previous NFP (before 2002), there was only a limited number of institutes that were eligible to give education and training under the NFP, over the years more education and training institutes have become eligible for the NFP, allowing for more competition. At the moment (in 2012) the number of eligible institutes in the NFP is 45. We do not have insight in the development of the number of eligible institutes over the years.

## 6.4 Costs of the NFP

### 6.4.1 Expenditures by type of fellowships

Most NFP budget was spent on master courses (55%), and to a lesser extent on short courses (22%) (see Figure 6.1). Support to the alumni initiatives was limited to 107 thousand euro for the whole period (due to the limited amount not visible in the figure).

Figure 6.1 Budgets spent by NFP modality (2003-2010).



Source: Nuffic.

### 6.4.2 Management costs of NFP

Nuffic is in charge of the daily management and implementation of the NFP programmes. The costs for this are on average € 1.26 million per year, which is about 4% of the programme costs.<sup>63</sup> This budget is spend on the composition of the course list, awarding fellowships, monitoring and evaluation, financial management, providing information, regulation and communication and general management. Without comparative information it is difficult to judge the volume of the management costs. In 2008 a non-recurrent budget was made available for simplifying the application and selection (A&S) procedure (828 thousand) and developing and implementing a digital A&S (600 thousand).

### 6.4.3 Cost of grants per modality

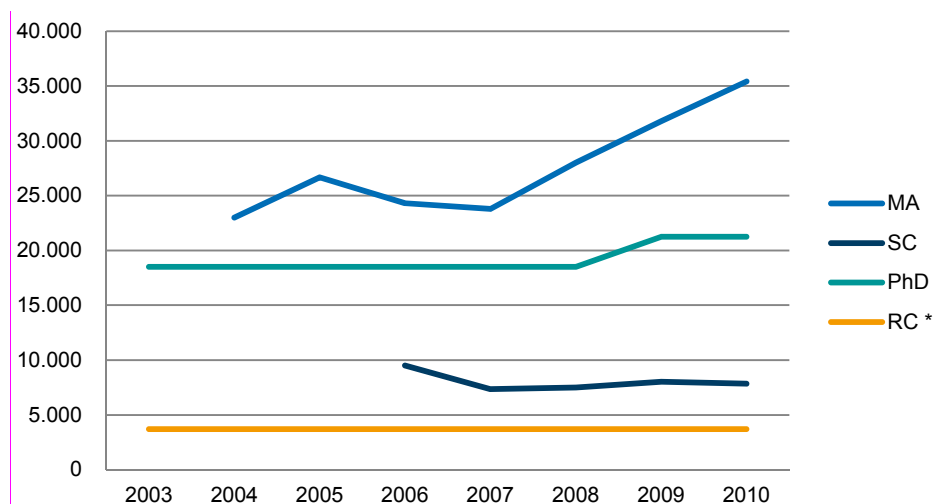
What have been the costs (and cost components) of the different types of fellowships (at different Netherlands training providers)?

In line with differences in type and duration of the education and training given the volume of the available grants are different per modality. For reasons of comparison we converted the grants per modality into average costs of grants per year.

<sup>63</sup> This is based on the NFP annual economic reports of 2006 to 2010 and on data sent by Nuffic on the 2002 to 2005 figures.

Figure 6.2 illustrates that MA courses are the most expensive NFP modality, with an average grant of € 25,000 euro per year till 2007, showing a substantial increase in the followings years (€ 35,000 in 2010). PhD courses are less expensive, on average about 20,000 euro *per year*. It is noted that these are the costs per grant per year. So, a PhD course with a duration of four years will cost in total four times the average amount, with a fixed maximum of € 74,000 (85,000 as from 2010 onwards). It should also be taken into account that we calculated the average costs for refresher courses (per participant) assuming that these courses were given to the possible maximum number of fellows (20) in each course.<sup>64</sup>

**Figure 6.2 Average costs per grant per year (2003-2010)**



Source: Nuffic.

#### 6.4.4 Development of tuition fees

Tuition fees are one of the main cost components of the NFP budgets. For this reason we made an analysis of the developments of tuition fees during the evaluation period. The available information allowed us to do this only for master courses and short courses.

On average the tuition fee of master courses increased from around 10,000 euros in 2004 and 2005 to 15,000 euros in 2010, an increase of 50% (see Figure 6.3). This to a large degree also explains the rise in costs of NFP master grants, as presented in Figure 6.2. The changes in tuition fees of short courses are more modest, more or less fluctuating around 2,000 euros.

It is noted that the dispersion around the average prices for master as well as for short courses has been quite large, indicating a wide variety of prices of the courses.<sup>65</sup> Moreover, in 2010 the dispersion around the average price remarkably increased for both master courses and for short courses, apparently indicating the new price policy of the programme in which no longer maximum prices exist, contrary to the period 2004-2010 when the 125% rule was applied (see section 6.2).

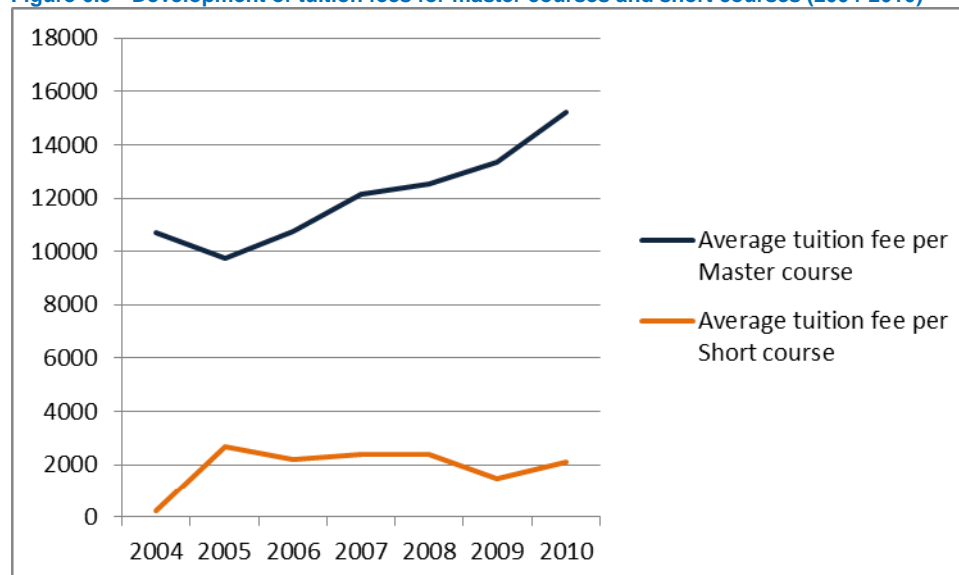
Recalling the price regulation that was discussed in section 6.2 it seems that this has worked for the short courses whereas for master course this had not led to a moderate development of tuition fees. This increase in tuition fees, is (mainly) due to policies of the Dutch Ministry of Education

<sup>64</sup> Cost calculation is based on awarded grants.

<sup>65</sup> For Master's courses the standard deviation was at a minimum of 4,389 euros in 2006 and at a maximum of 6,885 euros in 2010. For short courses the standard deviation was at a minimum of 250 euros in 2004 and at a maximum of 1,167 euros in 2010.

regarding tuition fees for non-EER students, so including the NFP fellows, and the possibility given to the education institutes to charge cost-effective tuition fees for NFP fellows. Nevertheless, the NFP tuition fees are still below the ISPAC tuition fee level,<sup>66</sup> which is the fee Dutch HE institutes charge for foreign (non-EER) students. For various reasons education institutes can decide to charge a NFP fee that is lower than the ISPAC fee level. In 2007 NFP tuition fees were on average € 1.221 below ISPAC tuition fees, in 2009 € 597 and in 2010 € 337.

**Figure 6.3 Development of tuition fees for master courses and short courses (2004-2010)**



Source: Nuffic.

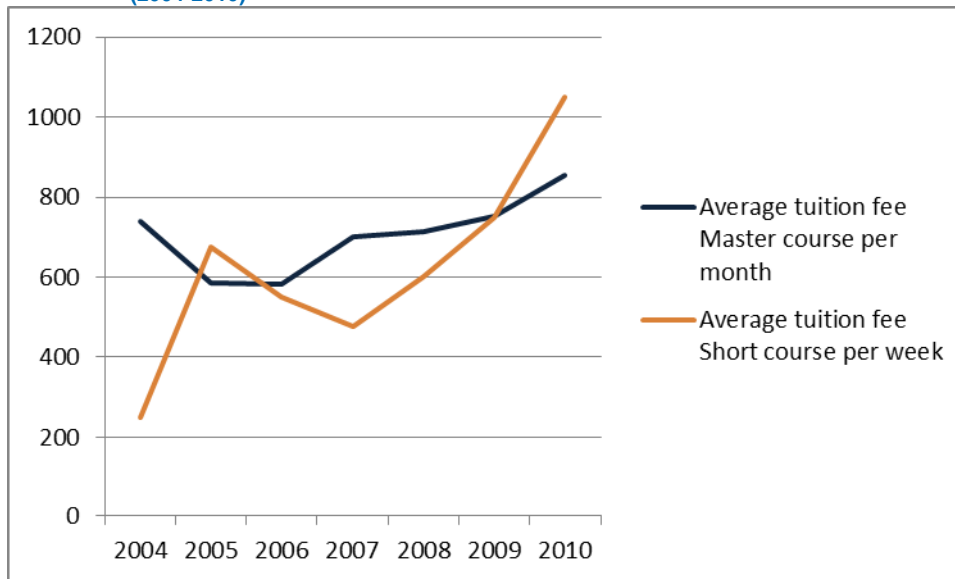
Differences in fee levels could reflect differences in course duration.<sup>67</sup> Figure 6.3 presents the average tuition fee for master courses (per month) for short courses (per week). In this way the development in fee levels is adjusted for changes in course duration.

On average the fee levels for master and short courses have substantially increased. Between 2005 and 2010 the “fee level per month” for master courses increased with 46%, which is more or less comparable to the average increase of 50% that was shown in Figure 6.3. In the same period the average price of short courses showed an increase of 55%. The latter is remarkable since it was noted before that the average fee level for short courses remained more or less the same, fluctuating around 2,000 euros. But, whereas the price level of short courses remained the same in nominal value, they substantially increased in terms of average price per week, due to a shortening of the duration of the courses. Indeed, adjusting for course duration seems to indicate that the increase in prices of short courses has been even more drastic than the price development of the master courses. A more in-depth analysis of the NFP course list would be needed to assess whether price-quality ratio has actually changed.

<sup>66</sup> ISPAC stands for the *International Study Programmes and Courses in Holland*.

<sup>67</sup> Of course also differences in quality can lead to difference in fee level. However, we do not have any information relating to differences in quality of education or training, although we do know that the master courses are all accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

**Figure 6.4 Average tuition fees of NFP master courses per month and short courses per week (2004-2010)**



Source: Nuffic.

#### 6.4.5 Cost calculation per modality

The cost components of the NFP programmes differ per modality. Based on information and some examples provided by Nuffic we give a descriptive analysis of the cost components of the NFP for Master courses, PhD courses and short courses. In general the main costs components are the tuition fees and the allowances for subsistence and housing

##### *Example of costs of NFP- PhD*

In table 6.1 the various cost components of the NFP are presented for a PhD course. The table provides information on the cost components of three examples of PhD fellows with 'more or less comparable' PhD subjects. The last column in the table shows the maximum amounts which are set by the programme management.

The maximum available budget for NP grants is set at 85,000 euro (in 2009). On average the duration of a PhD course is 48 months, of which approximately 18 months are spent in the home country and 30 months in the Netherlands (which is not the case in the examples presented in the table).

From the table some observations can be made:

- All PhD's receive the maximum budget, although there are notable differences in the relative share of the various cost components;
- The maximum amount for a stay in the home country may not exceed 595 per month. The presented allowances in the table cannot be easily compared due to differences in periods at home;
- There are large differences in tuition fees between various PhDs, which is due to the fact that universities are allowed to set their own prices for students coming from outside the European Union;
- There are large differences in 'other costs' and 'field research' of which we did not have any detailed information.



**Table 6.2 Budget for NFP PhD courses in 2009**

| Items                              | Uganda *  | Palestine **  | Kenya ***   | Maximum amounts         |
|------------------------------------|---|---------------|---|-------------------------|
| Audit report                       | 500   | 500           | 500   | 500                     |
| Book allowance                     | 310   | 310           | 310   | 310                     |
| Copying                            | 800   | 1,100         | 500   |                         |
| Field research                     | 18,500  | 4,500         | 16,000  |                         |
| Handling fee                       | 455   | 455           | 455   | 455                     |
| Insurance costs                    | 800   | 1,390         | 1,000   | On average<br>1.30/ day |
| Personal allowance                 | 275   | 275           | 275   | 275                     |
| Monthly allowances in NL           | 19,040  | 35,700        | 11,900  | 1,190 per month         |
| Monthly allowances in home country | 9,000   | 3,600         | 22,610  | 595 per month           |
| Public defence                     | 2,500   | 400           | 2,000   |                         |
| Thesis costs                       | 1,500   | 1,500         | 4,000   |                         |
| Travel costs                       | 7,000   | 4,400         | 7,500   |                         |
| Tuition fee                        | 13,600  | 28,500        | 14,000  |                         |
| Visa/ work permit etc.             | 438   | 1,188         | 1,000   |                         |
| Others                             | 10,600  | 1,182         | 2,600   |                         |
| <i>Items</i>                       | <i>Tape recorder, camera, consumables, 2 visits NL and supervisor to UG</i> | <i>Laptop</i> | <i>Laptop, printer, audio tape recorder, scan, 3G card for internet</i> |                         |
| <b>Total</b>                       | <b>85,318</b>   | <b>85,000</b> | <b>84,650</b>   | <b>85,000</b>           |

Source: Nuffic.

\*) PhD Education for rural development in Uganda: towards new intervention programmes for early school leavers.

\*\*) PhD Impact of business incubators on local economies.

\*\*\*) PhD Use of Islamic teaching in HIV and Aids.

From the above we conclude that there appear to be large differences in the relative share of cost components between different NFP-PhD fellows. Although a maximum budget of 85,000 is set for PhD doctorates the NFP rules and regulation seem to offer trade-off possibilities between the tuition fees, research costs and thesis costs. A more detailed analysis would be needed to get a better understanding of the underlying factors that could explain differences in the costs per PhD.

#### *Example of costs for an NFP master course*

Table 6.2 presents information on the budget items that are financed by NFP for a master course. The example mentioned in the table is not a real fellowship grant, but is an illustration of what the budget looks like for an imaginary MA course of 16 months. The format of the information is different from the information provided for NFP-PhD above. The column on tariffs indicates the available budget per item.

The largest share of the NFP grants for master fellowships is spent on tuition fees and subsistence allowances. It is noticed that the monthly allowance for MA fellows is about 200 euros lower than for PhD fellows, reflecting differences in age, labour market position or family context. To assess whether the implementation of this cost regulation may lead to inefficiencies we would need to have more information on the actual differences in costs between MA fellows.

**Table 6.3 Budget items and example of a budget for a master course of 16 months in 2009**

| Budget items  | Tariffs         | Budget (example) |
|---|-----------------|------------------|
| <b>Institution related costs</b>  |                 |                  |
| <i>Tuition fee</i>  | 12,000          | 12,000           |
| <i>Handling fee</i>   | 455             | 455              |
| <i>Audit report</i>   | 500             | 500              |
| <b>Participants related costs</b>   |                 |                  |
| <i>Allowance (including accommodation costs)</i>                              | 970 (per month) | 15,520           |
| <i>Personal allowance</i>   | 275             | 275              |
| <i>Study materials</i>  | 310             | 310              |
| <i>International travel expenses</i>  | 2,000           | 2,000            |
| <i>Travel expenses Schiphol</i>   | 25              | 25               |
| <i>Other travel expenses</i>  | 0               | 0                |
| <i>Insurance</i>  | 40 (per month)  | 640              |
| Legal fee/ residence permit   | 438             | 438              |
| Extension residence permit  | 52              | 52               |
| Contribution to master's theses research in home country or other NFP country | 850             | 850              |
| <b>Total costs</b>  |                 | <b>33,065</b>    |

Source: Nuffic.

#### *Example of costs for an NFP short course*

The NFP short courses are relatively the cheapest modality, with an average of approximately 7,000-8,000 euro per fellow. In the example below (provided by Nuffic) the tuition fee for an imaginary course is set at 3,500 euro, which is also the main cost component.

**Table 6.4 Budget items and example of a budget for a short course of 21 days and a marge of 6 days  
(This is an estimation of a budget and not the final expenses)**

| Budget item                                | Tariffs        | Budget       |
|--|----------------|--------------|
| Tuition fee                                |                | 3,500        |
| Handling fee                               | 365            | 365          |
| Allowance                                  | 17 (per day)   | 469          |
| Accommodation                              | 15 (per day)   | 406          |
| Additional housing allowance               | 50 (per day)   | 1,350        |
| Personal allowance                         | 17 (per month) | 17           |
| Study materials                            | 17 (per month) | 17           |
| International travel                       | 1,250          | 1,250        |
| Daily travel                               |                | 81           |
| Travel costs from airport to training site |                | 25           |
| Other travel costs (with Nuffic consent)   |                | 50           |
| Insurance                                  | 1.24 (per day) | 33.48        |
| Residence permit                           | 450            | 100          |
| Audit costs                                | 500            | 500          |
| <b>Total</b>                               |                | <b>8,152</b> |

Source: Nuffic.

## 6.5 Cost inefficiencies

Are there indications of extra costs/inefficiencies as a result of the programme being covered by Dutch training institutions? Were any measures (such as joint degree or double degree programmes) taken to minimize fellowship costs? If so, why and have these been effective? Were any measures taken to increase the efficiency of the courses in terms of teaching methodology, implementing modules in partner countries, making use of ICT technology (e-learning)?

All NFP courses are followed in the Netherlands, with in some case a regional component (e.g. research for a MA or PhD theses). Consequently the costs for tuitions and subsistence in the Netherlands are relatively high. Although the location of courses in the Netherlands is highly appreciated by all participants and quality arguments for this location are presented, it is likely that alternative supply structures could reduce the costs of the programme. At the moment there are no incentives in the programme for cost reduction. Moreover, the institutions are free to set their tuition fees within certain boundaries for price setting and development. Furthermore, there are vested interests among higher education institutions that seem to prevent an alternative supply of NFP education and training. Of course, this is also due to the fact that the NFP is bound to the Dutch education providers. Nevertheless, their expertise and capacity could perhaps be used in alternative ways, allowing for a more efficient use of resources.

In the interviews also other options were mentioned, as co-financing, regional education and allowing students to enrol in foreign/regional fellowships. These options are not possible at the moment, but would deserve serious attention if the programme is to be made more efficient.

As was already mentioned in the previous evaluation of NFP (2007) e-learning could also be seen as an interesting option for cost reduction, although only under certain conditions of infrastructure, quality and supervision. According to Nuffic there is little interest from the South to participate or to be involved in distant learning. At the moment only IHE and ITC make use of e-learning, although limited to part-time studies, also asking a lot of supervision and support from the education institutes. Indeed, the NFP course list 2009-2010 contained various e-learning courses. In general the NFP might profit from good practices related to more cost-efficient supply of education and training, be it through e-learning or other course modalities.

No joint degree or double degree programme or so-called sandwich programmes by partner countries and Netherland HEI institutions have been established.

## 6.6 Comparison with similar fellowships

How do the costs of NFP compare with a similar training/education offer provided elsewhere in Europe, the eligible NFP countries and/or countries in the region?

During the evaluation period it proved to be very difficult to get hold of detailed information on the costs of other fellowship programmes. To present a comparative perspective on the costs for the NFP with other fellowship programmes we made use of a study by Boeren et al. (2008) into the cost composition of some comparable fellowship programmes.<sup>68</sup> In this study a comparison was made with the Australian programme ADS and the VLIR-UOS master programme. The main findings of this study are presented in the table 6.4.

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<sup>68</sup> Boeren, A. Bakhuisen, K., Christian-Mak, A., Musch, V., Pettersen, K. (2008) Donor policies and implementation modalities with regard to international postgraduate programmes targeting scholars from developing countries.

The **Australian programme ADS** provides opportunities for people from developing countries to undertake full time undergraduate or postgraduate study at participating Australian universities and Technical and Further Education (TAFE) institutions.

The **VLIR-UOS master programme and short courses programme** provides individual scholarships that include tuition fees and living expenses. For the masters programme the lowest tuition fee rate are charged of € 80 which is paid for by the scholarship allowance of VLIR-UOS. In the short courses programme the institutes can not charge tuition fees.

All three programmes(NFP, ADS and VLIR-OS) pay for travel costs, tuition fees, monthly allowances, insurance costs and a onetime fee for settling in and books etc. The ADS programme additionally finances assistance (English course, tutorial assistance and an introductory programme).

From the comparison by Boeren et al we conclude that the NFP is comparable to similar fellowship programmes regarding various cost components. For a more detailed and updated analyses on differences in costs and cost components we think it would be useful if the Ministry would consider a more specific study in this direction to get a better understanding of the pricing mechanisms and costs of the NFP.

The family context and the standard of living is not taken into account in this, as is the case in other fellowship programmes. In Ethiopia it was found that individuals prefer a fellowship of DAAD or VLIR above an NFP fellowship because of the possibility of family allowances.

**Table 6.5 Comparison of costs component of ADS, VLIR-UOS and NFP**

| ADS  | VLIR-UOS  | NFP  |
|--|---|--|
| Return air travel (one single return) (a reunion airfare may also be available)  | International travel of the scholar (the flight to Belgium and the return flight after the end of the programme);<br>One airplane ticket for the travel of the scholar back home between the First and the second year. | International travel;<br>Travel from Netherlands airport to destination in the Netherlands and back;<br>Daily travel between place of residence and training site. Other travel costs in connection with the research programme.                     |
| Establishment allowance (paid once 2,981 euro as a contribution towards expenses such as rental bonds, text books, study materials, additional health Insurance, home contents Insurance, excess baggage upon return home etc. | A once-only installation fee<br>A fee for learning materials per academic year  | Personal allowance, one time allowance for settling in and sending luggage;<br>Allowance for study materials (for PhD and masters a onetime allowance for short courses it is paid per month);<br>Handling fee;<br>Residence permit;<br>Audit costs. |
| Full tuition fees  | Annual tuition fee.   | Tuition fee.   |

| ADS   | VLIR-UOS   | NFP  |
|---|--|--|
| Contribution to living expenses (11,698 per year in 2007).  | A monthly allowance covering board and lodging, individual transport and personal expenses of the scholar;<br>A monthly allowance for the spouse and each child. | A monthly allowance (for parts of PhD research in native country an adapted amount);<br>This includes accommodation costs. For short courses a separate housing allowance is provided. |
| Introductory academic programme (4-6 week programme covering information on life en study in Australia)   |  |  |
| Overseas student health cover   | The Insurance of the scholar (medical, accident, third liability, travel and repatriation).  | Insurance.   |
| Pre-course English fees (if necessary)  |  |  |
| Supplementary academic support (Tutorial assistance) if essential to improving the performance of the students to ensure their academic success |  |  |
| Fieldwork (for research students only).   |  | Fieldwork (for PhD and masters students only).   |
|   |  | Thesis costs (for PhD students only).  |

Source: Boeren et al (2008).

## 6.7 Role of the alumni networks and alumni offices

*What role have the Holland Alumni network and the alumni offices at the Netherlands training providers played?*

In chapter 5 it was concluded that alumni information is not actively used to develop relations between the Netherlands and the NFP countries. This is seen as a missed opportunity, especially by RNEs. The available NFP budget for the alumni associations is limited. Most alumni associations are not very active.

The Holland Alumni Network could contribute to an active network of NFP fellows. The available information from the interviews with the Dutch HE institutes indicates that this network is being used, but in a more general way and not specific in line with the objectives for the NFP and the economic and political relations it would like to establish, although not explicitly formulated.

There is however no evidence to suggest that the programme has resulted in improved bilateral relations for the Netherlands. Alumni and employers interviewed felt that the fellowship did not lead to any effects on bilateral relations with Netherlands organisations. This is supported by the survey results (see figure 5.1) that show that the large majority of employers surveyed have rarely contact with public bodies, private companies and non-governmental organisations. Findings from the field visit show that if economic relations do exist it is mostly the effect of other cooperation programmes and not a result as such from the NFP programme.

## 6.8 Division of responsibilities

What has been the actual division of responsibilities between the NFP stakeholders in NFP design and implementation (i.e. from the identification of NFP candidates to the return of the fellows to their home country)? Did this division effectively address efficiency concerns? In what manner has this division of responsibilities been arranged? Have the arrangements been efficient and effective? Did implementation of the Programme meet conditions made in the different agreements?

In chapter 2 of this report the tasks and responsibilities of the main stakeholders of the NFP and their position within the Programme were described. The division of tasks and responsibilities as they were introduced in 2002 were changed in 2010, mainly relating to the selection procedure of applicants.

Regarding the selection process it was concluded in the former evaluation of the NFP in 2007 that the application procedure for NFP participants at that time was assessed as inefficient.<sup>69</sup> The two-step selection process created an unnecessary workload for the RNE, Nuffic, the participants and the education institutes in the Netherlands. Moreover, the system created an incentive for the Dutch HE institutes to get as many admissions as possible and do the critical selection only at the end.

Therefore it was recommended to the Ministry and Nuffic to revise the application and selection process. It was suggested by the evaluators that the process could be made more efficient, for instance, by giving the RNE a stronger role in the selection process on the basis of some additional criteria to make a more critical selection possible, such as work experience and relevance of the employer from the development perspective. This recommendation was followed up and led to the introduction of a new online application and selection procedure SOL (Scholarship OnLine) in 2010. Although the introduction of SOL formally is no part of the current evaluation, taking place after the evaluation period (2002-2010), it was inevitable to discuss the experiences with this new procedure when discussing the division of tasks and responsibilities. In the text below we give the main outcomes of this tentative assessment of the introduction and use of SOL.

### Introduction of and experiences with SOL

In order to decrease the administrative burden for the NFP applicants, the RNEs and Nuffic and to increase the efficiency of the whole process the new (online) application and selection procedure (Scholarship OnLine) was introduced in 2010. In assessing the introduction of SOL and its impact on the efficiency of the selection process there are various perspectives, relating to the administrative part as well as to the tasks and responsibilities of the embassies and the HE institutions involved.

### Simplified application procedure

Due to the introduction of SOL in 2010 the process of application was simplified for applicants as well as for the Embassy. For the embassy staff the administrative work indeed significantly reduced. Also there were not any longer long queues within the embassy of applicants handing in their application form. Despite this clear progress various fellows indicated that the new process has made it more difficult to approach the embassy with questions regarding the application form, which appears not be fully clear in all respect. Also Nuffic receives a lot of questions on the application form. Nuffic developed a manual in order to better clarify the application form.

### Increased accessibility

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<sup>69</sup> Ecorys, Evaluation of the international education programmes NPT and NFP, Rotterdam, 2007.

Due to the simplified procedure via internet the accessibility of the NFP increased, at least for the application phase, resulting in considerably higher number of applicants. This has led to a more severe selection process of new NFP fellows, in which only those applicants are selected that are given a high score by both the embassy and the HE institution. On average, at least in theory, this could lead to a higher quality of new entrants in the NFP. It was noted by various embassy staff, however, that the information on the application form might not always be fully true, for instance regarding one's competences, possibly leading to a higher score than objectively would be valid. In some cases HE institutions in the Netherlands use online tools to assess and check the competences of applicants on specific issues, for instance statistics (Rijksuniversiteit Groningen). Regarding accessibility it was noted that in remote areas internet connections might be scarce or less reliable hindering accessibility of specific groups, although use of hard copy application forms still is possible. Problems with the internet connection were mentioned for Ethiopia, Uganda and Afghanistan.

### **Role of the embassy**

With the introduction of SOL the selection procedure has been standardised across all NFP countries, including the role of the embassies. Whereas in the old selection procedure the embassy was responsible for checking the eligibility of applicants and recommending Nuffic on good candidates, the new system requires a more active role of the embassy, i.e. scoring the applicants on a scale of 1-10, indicating their relevance for the priority areas and the sector development policy of the Netherlands Embassy. The scoring criteria, however, are very general, for which the embassies did not receive any special guide lines, although an information meeting for RNE fellowship officers was organised a few years ago.

Although with the new A&S selection procedure the embassies are required to play a more active role, there are still large differences between the embassies. Whereas in one country the embassy expressed its disappointment of a diminished role in the whole selection process (Uganda), the other country does not really fill in its required role (Tanzania) more or less "forcing" Nuffic to take up this role because otherwise the application would not be eligible. According to Nuffic most embassies take their role in the selection process serious. In the interviews with embassy staff it was noted that the relation between the NFP and the overall development cooperation of the embassy is not always very well articulated. In this context also information on alumni and their position in organisations would be useful to include or consult in the selection process.

### *Lack of transparency*

Although the new selection procedure should be more transparent, almost all stakeholders complain about a lack of transparency regarding the outcome of the selection process, which frequently was even qualified as a "black box" in which communication and feed back to all involved are severely missing. More specifically:

- For the HE institutions in the Netherlands it is often not clear how the score of the applicant by the embassy is motivated. Whereas in the past the embassies motivated their preferences for a specific candidate, this is no longer the case in the new system. Furthermore, whereas in the past the selection of the embassies was done in advance, it is now done afterwards.
- For the embassies it is not clear how the scoring by the HE institutions takes place.
- Not admitted applicants nor their employers receive information about the reasons for not being selected.
- Under SOL various HE institutions are confronted with strong fluctuating or decreasing enrolment in their courses without knowing the reasons for it. To make decisions regarding promotion and networks for recruiting new fellows, the institutes would like to have better insight in the available budgets per country. According to Nuffic, it is known to the HE institutes that the NFP budget is distributed based on the number of eligible application en granted fellowships of the year before. Based on this, it is also publicly known that Ethiopia, Uganda and Tanzania

already for years have been the most beneficiary countries considering the number of fellows from these countries.

The Ghanaian counterparts and applicants expressed criticism on the selection process which is seen as a black box. The criticism is related to what is felt to be a lack of transparency in the selection procedure as well as to the limited information that is provided. Applicants indicated that they would like to get more feedback on the reasons why they have not been selected. The MOFED complained that they would expect to receive information from either Nuffic or the RNE of the different fellowships that are awarded, organisations felt that also the employers (contact persons) should get feedback on the fellowships that were awarded to their staff. The employers interviewed indicated that the other fellowship programmes give a larger role to the organisations / ask them to make recommendations/ selection (JICA, Chinese, Thai, Korean, Danida).

Based on the interviews with Dutch education and training institutes and with the embassies there seems to be an imminent tension in the NFP between the selection criteria used by the embassy, focusing on target groups and priority areas in development cooperation (if any) and the criteria used by the HE institution which are academically oriented. Valuing both criteria equally (relevance for development cooperation vs. academic relevance) seems to lead to a selection of fellows which from both sides appear to be sub-optimal for the goal both parties are trying to achieve (effective development cooperation and academic performance). A more grounded conclusion, however, would require a thorough analysis of the outcomes of the new selection procedure compared to the former one.

On the basis of this assessment it can be concluded that the SOL potentially reduces the management time of the selection period. It should be checked whether this has reduced or will actually reduce the management costs. There have been and still are serious criticisms on the lack of transparent selection procedures in the past and it cannot be assessed whether the new procedures have solved this problem.

## 6.9 Conclusions

The total budget for the NFP programme during the evaluation period 2002-2010 amounted to 244 million euros, excluding the management and implementation costs, which amounted to 12.5 million euros, being about 5% of the programme costs. Most budget was spent on master courses (55%), and to a lesser extent on short courses (22%).

Only reviewing the costs, it is clear that the costs for Master's courses and PhDs are much higher due to personal allowances and other costs – around 25,000 euros for a one-year Master's course and approximately 85,000 euros (74,000 euros till 2010) for a four-year PhD course. Obviously, short courses are much cheaper, with an average price of 7,000 to 8,000 euros.

Between 2005 and 2010, the average tuition fee of Master's courses increased by 50%. Since on average the tuition fees form one third of the NFP Master's grants it is not surprising that the rise in tuition fees also led to a considerable increase in total costs of NFP Master's grants. At the same time it is noted that on average the NFP tuition fees are still below the ISPAC tuition fees, which is the fee that Dutch HE institutes charge for foreign (non-EER) students.

The changes in tuition fees of short courses have been more modest, more or less fluctuating at around 2,000 euros. Adjusted for course duration however, it was found that the prices of short courses per week have increased even more (55%) than the prices of the Master's courses per



month, A more in-depth analysis of the NFP course list would be needed to assess whether price-quality ratio has actually changed.

From the above we conclude that the “125% rule” of the Ministry seems to have had a limited impact on price setting of NFP courses, which is (mainly) due to policies of the Dutch Ministry of Education regarding higher tuition fees for non-EER students, so including the NFP fellows, and the possibility given to the education institutes to charge cost-effective tuition fees for NFP fellows. Nevertheless, the NFP tuition fees are still below the ISPAC tuition fee level, which is the fee Dutch HE institutes charge for foreign (non-EER) students, although the difference has become smaller every year. From 2010 onwards tuition fees were settled for a period of four years, in the mean time only allowing price indexation (inflation). The effectiveness of this measurement is outside the scope of this evaluation.

The programme seems to have few incentives for cost reduction. All NFP courses are followed in the Netherlands, with in some cases a regional component (e.g. research for a MA or PhD theses). Consequently the costs for tuition fees and subsistence are relatively high.

It seems likely that alternative supply structures could reduce the costs of the programme, and at least should be seriously considered. Also other options for cost reduction could be considered, such as co-financing, using regional institutes and allowing students to enrol in foreign/regional fellowships. These options are not possible at the moment, but deserve serious consideration from a perspective of efficiency. Also the possibilities of e-learning could be more explored, including the reasons why the available options on the NFP course list are not or very limited used. In general the NFP could use good practices related to a more cost-efficient supply of education and training.

Regarding the introduction of the new application and selection procedure it is concluded that this potentially reduces the processing time of the selection period. It should be closer examined whether this has reduced the implementation costs of the programme. Furthermore, the available information from the interviews indicated that there are still serious criticisms on the lack of transparency in the selection procedures which were also already expressed in the previous evaluation.



# 7 Conclusions and options for the future

## 7.1 Conclusions

We present the conclusions of this evaluation of the NFP (2002-2010) in line with the evaluation questions that are linked to the main evaluation criteria: relevance, effectiveness, impact and efficiency. We also present options for the future.

### Relevance

The core question relating to the relevance of the NFP is whether there is still a need for the external support the NFP is providing in order to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'.

The conclusion regarding relevance is that from an individual employee perspective as well as from an employers perspective the NFP education and training are (still) seen as relevant for increasing knowledge, skills and competences as well as career opportunities of individual employees, and in the view of employers and fellows are also expected to contribute to the quality of the services of the organisation and innovation of the organisation. The relevance of the NFP was underpinned with concrete information from the country studies, although in most cases the shortages could not be documented.

It is noted that the perceived relevance of the NFP programmes as expressed by the employers should be considered with care. First of all, because a relatively large number of employers (about one third) were a NFP fellow in the past, possibly having a positive bias towards the NFP. Furthermore, the country studies indicated that if given the choice fellowships would not always be the first instrument selected for capacity building.

The relevance of the NFP is also clear in the context of local (higher) education systems which to a large degree does not allow for appropriate responses to demands of the labour market, leading to structural mismatches between the education system (qualifications taught) and the labour market (skills and knowledge requested by employers. Not surprisingly, the NFP is especially highly valued by alumni and employers because of its combination of theoretical and practical content and the high quality of its courses. From this it is also concluded that the assumed causal relations which are part of the intervention logic seem to hold. In practice, however, there might obstacles and hindering factors limiting the perceived effectiveness of individual education and training in the organisation, which in general are not given serious consideration in the implementation of the programme.

It is also concluded that the NFP can be of relevance for the Dutch HE institutes for its potential to generate knowledge products (research output, publications, PhDs, new educational programmes, etc.), although additional information would be needed to underpin this claim. The same applies for the Netherlands as a state which might potentially benefit through improved bilateral relation from the large network of alumni that followed a course in the Netherlands with NFP funding.

Finally, also earlier evaluations of other fellowship programmes indicate empirical evidence that individual fellowship programmes like the NFP can benefits to individual fellows in terms of increased competences and improved career opportunities. Also, there seems to be a potential for

stimulating organisational development provided that the organisation is open to new skills and new knowledge. On the national level, however, also based on earlier evaluations, there is little formal evidence of the impact of training programmes on poverty alleviation or improvements in sectors and the economy or society.

## Effectiveness

### Outputs

During the period 2002 and 2010 the NFP succeeded in establishing about 12.750 fellowships for mid-career professionals. The main focus of the NFP has been on Short Courses (58% of the NFP fellows) and Master Courses (38% of the NFP fellows). With 47% of the participants being female, the programme target of 50% female participants was almost met. There are, however, large differences in the share of female fellows per country, obviously reflecting different social positions of women in these countries.

Although about 60 countries have been eligible for the NFP programme, the participation in the NFP show a skewed distribution towards a limited number of (mainly low income) countries with almost 50 % of the grants being awarded to participants from eight countries, with Ethiopia (1.147 fellows) and Tanzania (1020 fellows) being the largest beneficiary countries.

Although the total number of NFP fellows is quite substantial also in comparison with other fellowship programmes of other donors, it seems obvious that even with a concentration on a small number of countries the number of fellows is limited at national level. This sets clear limits to the ambitions of capacity building and alleviating skills shortages.

### Outcomes

At *individual level* the NFP fellows clearly benefitted from their participation in NFP. Benefits were reported regarding increased personal and professional competences, career perspectives, increased responsibility and network opportunities. About 70% of the alumni reported a higher job positions and/ or increased responsibility after they obtained a higher degree of education.

Alumni are of the opinion that they to a large extent have been able to put (part of) their new expertise and skills to work. Findings from the field visits confirm that organisations have benefitted from the improved technical skills of the alumni and the exchange effect on colleagues. This provided opportunities for innovation and improved working methods and quality of services and products. Nevertheless the examples provided show that the possibilities to utilise the knowledge and skills gained vary greatly across organisations and are influenced by factors and conditions such as the extent to which organisations and superiors are receptive to new ideas, the position of the alumni upon return and the availability of resources.

At *organisational level* the benefits noticeably have led to better qualified staff for the employers. This created the conditions for, and according to the employers actually improved the quality of products and services of the organisation. It should be noted however, that these effects are difficult to measure. The effects on the organisation were reported subjectively by the employers, of which a considerable number themselves participated in the NFP, which might have influenced their opinion and view on the effectiveness of the NFP.

Furthermore, various serious obstacles were (subjectively) reported by employers and alumni, hindering an optimal use of learned skills and knowledge at the level of organisations. Organisational barriers were found to be lower in organisations where more fellowships were awarded. This could indicate more “readiness” within the organisation or be the result of a larger

mass of employees having been trained. Another factor influencing organisational performance is the integration of the training or education of staff in a staff development plan of the organisation.

The number of alumni that do not return to their employers or leave the country is relatively low but differs per country. Notwithstanding the fact that most alumni do return to their employer after completing the NFP education, there is evidence of occasional considerable brain drain at the level of the organisations. The loss of trained employees to other institutions can limit the momentum for institutional development while possibly being a brain gain for other organisations.

The overall conclusion is that there is more evidence for positive effects of the NFP at the individual level than at the organisational level.

### **Impact**

There is little formal evidence of contribution of the NFP to socio-economic developments in the regions or countries the fellows reside. Nevertheless, some anecdotal evidence was collected during the country case studies on wider impact.

Based on the long NFP history it is plausible that the programme has benefitted bilateral relations of the Netherlands with the NFP countries. This was also indicated in interviews with policy officers of the Dutch Ministry of Foreign Affairs. The country cases showed that alumni information is not actively used to develop relations between the Netherlands and the NFP countries. Especially the latter can be seen as a missed opportunity of the Programme to contribute to positive public relations for the Netherlands. The limited budget and the lack of a clear strategy for alumni activities is not supportive to a sustainable alumni network.

### **Efficiency**

The total budget for the NFP programme during the evaluation period 2002-2010 amounted to 244 million euro, which is on average approximately 31 million euro per year, excluding the management and implementation costs which for the implementation period amounted to 12.5 million, which is about 5% of the programme costs.

The conclusion regarding efficiency is that, contrary to the policy of the Ministry of Foreign Affairs, tuition fees have increased considerably in the period 2002 – 2010. This increase in tuition fees, an important part of the NFP grants, is (mainly) due to policies of the Dutch Ministry of Education regarding higher tuition fees for non-EER students, so including the NFP fellows, and the possibility given to the education institutes to charge cost-effective tuition fees for NFP fellows. Nevertheless, the NFP tuition fees are still below the ISPAC tuition fee level, which is the fee Dutch HE institutes charge for foreign (non-EER) students. From 2010 onwards tuition fees were settled for a period of four years, in the mean time only allowing price indexation (inflation). The effectiveness of this measurement is outside the scope of this evaluation.

It is also concluded that alternative supply structures could reduce the costs of the programme, and should be seriously considered. Options for cost reduction which could be considered are co-financing, using regional institutes and allowing students to enrol in foreign/regional fellowships. Also the possibilities of e-learning could be more explored, including the reasons why the available options on the NFP course list have not or have only very limited been used so far. In general the NFP could use good practices related to a more cost-efficient supply of education and training.

## 7.2 Options for the future

The current NFP is torn between various policy objectives related to development cooperation, foreign policy and Dutch education that hinder the effectiveness and efficiency of the programme. This is especially the case because the intervention logic shows flaws. Also the changing international context asks for changes in intervention strategies. While in the Netherlands it is discussed whether Dutch students should receive any study grants at all, a financial contribution of NFP fellows to their education or training could be considered.

On the basis of this evaluation clear policy choices should be made regarding the future of the programme in relation to the main objectives, the number of countries, types and location of courses, and funding options. Of course different combinations are possible.

- Main policy objective: this choice relates to the relative emphasis on the various objectives. The ministry should decide on the importance of the various policy objectives related to the improvement of bilateral relations (foreign policy), capacity building (development cooperation) and the internationalisation of Dutch education and to what extent these objectives can be combined in a single programme. This choice very much influences the three other choices.
- Number of countries: this choice relates to the number (concentration vs. enlargement) and type of countries (low income vs. middle income) and who to focus on in these countries.
- Types and location of courses: this choice relates to the course supply (restricted or almost no restrictions) and location where the courses are provided (the Netherlands, in partner countries or third countries).
- Management and cost reduction: this choice relates to the way the programme is managed and the attention given to economy and cost reduction.

The evaluation team has identified three 'extreme' options:

### *1 Continuation of the programme with an emphasis on improvement of bilateral relations and internationalisation of Dutch higher education*

This option takes the Dutch bilateral relations and the internationalisation of higher education in the Netherlands as its point of departure. To a large extent the NFP would be used as a strategic instrument to improve bilateral relations (economic and public diplomacy) in the long run. At the same time, the programme would put a greater emphasis on the interests of the Netherlands education institutes

The focus of the programme will be on capacity building on individual level, but there would not be an explicit focus on capacity building of organisations. Specific organisations which are of interest to the Netherlands (Foreign Policy) could be approached to propose staff for the programme.

The consequence of this would be that the NFP would remain a relatively open programme with the aim of reaching a large variety of potential candidates from countries that are of interest to the Netherlands. It could even be decided to increase the number of countries, for instance also involving upcoming market countries. Also a larger focus of the course supply to areas which are of specific interest to the Netherlands business community, such as water management could be considered.

Whether such a programme should be completely funded from the development cooperation budget is an issue. Considering the main policy objectives (to promote political and economic interests and internationalisation of Dutch education) it would not be logical to finance the programme from Development Cooperation funds. I. Also the funding policy should be revised,

because next to grants also loans could be considered. If the programme is to serve also the interests of Dutch HE institutes, it should be considered to look for synergies in policy and budgets between the NFP and the internationalisation policy of the Dutch ministry of Education. In this option the embassies should play an active role in advising on selection and in making use of alumni networks. But also tracking and informing the alumni of the programme.

Clear choices at the start should be made, in principle, management costs and programme costs may be considerably lower than at present is the case. In fact, this option could be considered as a return to the origins of the programme when there was no explicit focus on capacity building, but it emphasises more the Dutch interests.

## *2 Continuation of the programme with a clearer emphasis on capacity building (development cooperation)*

In this option, the main focus of NFP on capacity building of organisations and development cooperation policies is further enhanced. This would require that fellowships would be combined with other capacity building activities. The organisations would become the main focus rather than the individuals, as is currently the case. Therefore, front end mechanisms to link fellowships to other capacity building activities in line with well-known capacity building strategies should be envisaged.

The present evaluation has shown that such a focus cannot realistically be realised in a large number of countries and a limitation of the number of countries (e.g. to partner countries) would be required. The course offer should not be limited to courses in the Netherlands, but the possibility of also having offering them in country courses and in the region should be considered. The use of more local training and education opportunities will provide the opportunity to align more closely to the capacity needs and capacity development policies of the countries and limit the costs of the fellowships provided

The development sections of embassies would need to see the NFP as an integral instrument in their development cooperation strategies. A pro-active role of the embassy would be required

The programme would need to make a link to the organisations involved (universities, government organisations or business). This can either be upfront (similar to MYA), involvement of organisations in selection process (agreed number of fellowship to be awarded to the organisation-sector) or through follow up after the return of the alumni (JICA, Danida)

Even with a limitation to considerably less countries, the management costs of the programme are likely to increase, because selection requires considerable attention, just as more guidance during implementation, follow-up and strengthened monitoring and evaluation. Even with a focus on low income countries, contributions of fellows and/or organisations should not be excluded beforehand.

This option is a step further on the way towards more focus on capacity building. The main challenge is to reorient an essential supply-driven programme to a real demand-oriented programme that is still manageable.

## *3 Phasing out of the programme*

With a strong focus on capacity building and development cooperation policies it might be questioned whether a separate fellowship programme should be maintained. Fellowships can also be provided through other capacity building programmes such as NICHE but also through sector support programmes.

As a consequence of the phase-out of the programme possible benefits for Dutch economic and public relations will diminish. It will also have consequences for Dutch HEI specifically for those institutes for which NFP educating and training is their core business. On the other hand continuation of the Niche programme will still further the internationalisation of Dutch education.



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# Interviews in the Netherlands

## Stakeholders NFP

| Name of Institution                        | Name of interviewee | Position  |
|--|---------------------|---|
| Nuffic                                     | N. Barata           | Project manager   |
|  | V. Dassen           | Communication   |
|  | B. Vos              | Team Coordinator NFP  |
|  | M. Gondwe           | Senior Policy Officer   |
|  | A. Moesman          | Head of department fellowships                                |
|  | J. Houterman        | Director NFP  |
| Platform for International Education (PIE) | M. van der Kooij    | Secretary PIE   |
|  | J. van Dijk         | Head Office of Research, Projects and Advisory Services (ISS) |
|  | E. Ploeger          | Head of the Education Bureau (UNESCO-IHE)                     |
| Netherlands Ministry Foreign Affairs       | J. de Graaf         | Policy officer NFP  |
|  | L. Anten            | Head of Education and Research division                       |
|  | J.W. Oosterbroek    | Policy Adviser Education and Research Division                |
|  | M. van Aalst        | Administrator Education and Research division                 |
|  | C. de Nie           | Education expert at Ministry of Foreign Affairs               |
|  | C. Sips             | Senior policy advisor Education                               |
|  | F. van Doornik      | Senior policy advisor Education                               |
|  | D. Adema            | Thematic Expert   |
|  | W. van IJssel       | Policy Advisor, Dept. for Sustainable Economic Development    |

## Higher Education Institutions in the Netherlands

| Name of HE Institution  | Name of interviewee | Position  |
|---|---------------------|---|
| Saxion  | Alice te Winkel     | Policy Co-operator International Office / Coordinator Scholarships            |
| Koninklijk Instituut voor de Tropen                                     | Mevr. Zwanikken     | Head Master Public Health, Area Head Education                                |
| MDF   | Hanneke Spaans      | Trainer / Consultant, NFP contact person for Nuffic                           |
| PTC Plus  | Francien Trapman    | Co-operator International Office  |
| Rijks Universiteit Groningen  | Anneke Toxopeus     | Team leader mobility and scholarship desk                                     |
|   | Coby Evers          | Study advisor Master of Science of Education                                  |
| Maastricht School of Management   | Peter P. de Gijzel  | Dean Director   |
| Institute for Housing and Urban Development Studies (IHS) <sup>70</sup> | René van der Zwet   | Head of course bureau   |
|   | Jan. Fransen        |   |
|   | Alonso Ayala        | Deputy director / Head of the education programme<br>Master programme manager |
| ITC Twente <sup>71</sup>  | John Horn           | Senior Project Officer  |

<sup>70</sup> A group interview with 6 fellows took place.

<sup>71</sup> A group interview with 4 fellows took place.

| Name of HE Institution                                   | Name of interviewee                                | Position   |
|--|--|--|
|  | Adrie Scheggetman<br>Fred Paats                    | Student Recruitment, Registration and Selection Officer<br>Head of Education |
| Wageningen University <sup>72</sup>                      | Bert Boerrigter<br>Jeroen Ouburg                   | Policy Advisor<br>Team Leader International Office                           |
| Institute of Social Studies (ISS) <sup>73</sup>          | Wieke Blaauw<br>Nynke Jo Smit<br>Ank van den Berg, | Deputy Academic Registrar<br>Academic Registrar<br>Head Student Office       |
| Institute for Water Education <sup>74</sup> (UNESCO-IHE) | Ineke Melis<br>Erwin Ploeger                       | Fellowship and Admission Officer<br>Head of the Education Bureau             |
| Van Hall Larenstein                                      | Ben Schulte<br>Robert Baars                        | Senior Policy Advisor<br>Master programmes course director                   |

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<sup>72</sup> Two fellows were interviewed.

<sup>73</sup> A group interview with 8 fellows took place.

<sup>74</sup> A group interview with 7 fellows took place.



# Annex to chapter 1

**Table 1 Overview of evaluation questions**

| Criteria             | Evaluation Question  |  |
|----------------------|--|--|
| <b>Relevance</b>     | 1.1 a) What were the rationale and objectives of the NFP as formulated in 2002 and reformulated in 2008, and are these still valid?  |  |
|                      | 1.1 b) Is there still a need for external support to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'?  |  |
|                      | 1.2 a) What have been the NFP policies in the period between 2002 and 2010?<br>1.2 b) What explains the changes that may have been made to these policies over these years? How do they relate to the overall development policies pursued by the Ministry of Foreign Affairs?   |  |
|                      | 1.3 How have general policies been operationalized in inter alia the selection of NFP countries, selection criteria for applicants, NFP modalities and the selection of NFP courses?   |  |
|                      | 1.4 a) How do the developments in Netherlands international fellowship policies compare with the policies of other key players and the resources they have available? What are the explanations for the main commonalities and differences observed?   |  |
| <b>Effectiveness</b> | 2.0 a) Which concerns about programme effectiveness have influenced the design of NFP in 2002, and in 2008? Have they been addressed effectively?  |  |
|                      | 2.1) To what extent did the NFP fellows complete their training and was this as planned? What factors explain the rate of completion?  |  |
|                      | 2.2 a) How do NFP alumni assess the value of the NFP fellowship and the training/education provided? What have been their perspectives in terms of career, increased responsibilities, increased possibilities to train others, increased income, (academic) networking with peers, institutions in the Netherlands? Did this meet their expectations?   |  |
|                      | 2.3 a) Did the NFP alumni return to their employer and have they been able to utilize their new expertise, knowledge, skills, aptitudes, etc. after returning to their employer?<br>2.3 b) What have been the factors and conditions that have made this (im)possible (both in relation to the training and the employer)?<br>2.3 c) What aspects/elements of the NFP fellowship have been considered most useful in this respect? |  |
|                      | 2.4 a) To what extent did the NFP alumni return to their employer at the time of application and did they return to positions were they could implement their acquired knowledge and skills?<br>2.4 b) Are there still qualitative and quantitative vacancies within the organization concerned?<br>2.4 c) What other measures did these organizations take to fill these vacancies?   |  |
|                      | 2.5 a) To what extent can it be established that the return of the NFP alumni has influenced the functioning of these organizations?<br>2.5 b) What have been the factors and conditions that have made this (im)possible? Attention will be paid in this respect to the issue of 'brain drain'.   |  |
|                      | <b>Impact</b>  | 3.1 a) What is known about the indirect contribution made by the NFP (through better institutional capacity of employers of NFP alumni) to the wider aims of socio-economic development, poverty alleviation and gender equity?<br>3.1 b) E.g. how do numbers and types of NFP trainees compare with the recipient countries' quantitative and qualitative shortages of skilled manpower at mid-career level, and their Education and Human Resource policies? |

| Criteria                                    | Evaluation Question   |
|---|---|
|   | 3.1 c) Has the selection of fellows corresponded with country-specific needs and opportunities?   |
|   | 3.2 a) To what extent do the employers play an essential role in the socio-economic development in the country?   |
|   | 3.3 To what extent did the Programme contribute to positive economic and political relations for the Netherlands?   |
| <b>Efficiency</b>                           | 4.1 What were problems of efficiency that featured at the basis of the design of NFP in 2002, and in 2008?  |
|   | 4.2 a) What has been the actual division of responsibilities between the NFP stakeholders in NFP design and implementation (i.e. from the identification of NFP candidates to the return of the fellows to their home country)?   |
|   | 4.2 b) Did this division effectively address efficiency concerns?   |
|   | 4.3 a) In what manner has this division of responsibilities been arranged?  |
|   | 4.3 b) Have the arrangements been efficient and effective?  |
|   | 4.3 c) Did implementation of the Programme meet conditions made in the different agreements?  |
|   | 4.4 a) What have been the costs (and cost components) of the different types of fellowships (at different Netherlands training providers)?  |
|   | 4.4 b) How do these compare with a similar training/education offer provided elsewhere in Europe, the eligible NFP countries and/or countries in the region?  |
|   | 4.4 c) Are there indications of extra costs/inefficiencies as a result of the programme being covered by Dutch training institutions?   |
|   | 4.5 What conclusions can be drawn as regards the most efficient fellowship modality?  |
|   | 4.6 a) Were any measures (such as joint degree or double degree programmes) taken to minimize fellowship costs? If so, why and have these been effective?   |
|   | 4.7 Were any measures taken to increase the efficiency of the courses in terms of teaching methodology, implementing modules in partner countries, making use of ICT technology (e-learning)?   |
|   | 4.8 What role have the Holland Alumni network and the alumni offices at the Netherlands training providers played?  |
| <b>Description &amp; analysis of budget</b> | 5.1 What has been the financial contribution of the Ministry of Foreign Affairs to NFP in the period 2002 and 2010?   |
|   | 5.2 a) In the period 2002-2010, what has been the utilization of the NFP budget by year, country, number and types of fellowships awarded, sectors covered, and by institution in the Netherlands? What resources have been made available for NFP alumni associations (overall and local organizations)? |
|   | 5.3 In addition to the financial contribution of the Ministry of Foreign Affairs under evaluation question 5.1, what other costs have been incurred in the same period by the different stakeholders for the implementation of the NFP and how have these been financed?                                  |
| <b>Lessons</b>                              | 6.1. 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?   |

**Table 2 Comparison of the response group in the tracer study to the NFP fellow population as registered by Nuffic (%)**

|                                      | NFP alumni in tracer study | NFP alumni population |
|--------------------------------------|----------------------------|-----------------------|
| Male                                 | 54.6                       | 53.3                  |
| Female                               | 45.5                       | 46.7                  |
| <b>NFP modality (multi response)</b> |                            |                       |
| Master                               | 27.76                      | 32.5                  |
| Short course                         | 55.18                      | 70.6                  |
| PhD                                  | 0.81                       | 2.6                   |
| Tailor made                          | 5.22                       | 3.1                   |
| Refresher course                     | 11.04                      | 20.3                  |
| <b>Completion year</b>               |                            |                       |
| 2003                                 | 1.9                        | 1.7                   |
| 2004                                 | 4.5                        | 7.2                   |
| 2005                                 | 7.7                        | 10.7                  |
| 2006                                 | 8.7                        | 13.6                  |
| 2007                                 | 11.7                       | 16.4                  |
| 2008                                 | 14.3                       | 14.8                  |
| 2009                                 | 23.6                       | 18.4                  |
| 2010                                 | 27.7                       | 17.2                  |
| <b>Total (number =100%)</b>          | <b>2,960</b>               | <b>11,325</b>         |

\*) differences between the response group and the alumni population are statistically not significant.



## Annex to chapter 2

### Back ground characteristics of alumni in the NFP tracer study

Table A2.1 shows the key characteristics of the alumni who participated in the questionnaire of the tracer study. The main features are:

- A large majority of the respondents followed a short course (70,6%), a third participated in a Master Course (32.5%), one fifth followed a Refresher Course (20.3%);
- Slightly less than half of the respondents is female (45.5%);
- By far most respondents are living in Africa (53,4%) or Asia (35,9%);
- About half of the respondents completed their NFP education or training in the period between 2000 and 2008 (47.6%) and the other half in the period 2009-2011;
- Most respondents had a bachelor degree (46.9%) as prior education when entering the NFP, 42.2% had a master's degree. When we distinguish between modalities we find that 69.2% of the alumni that followed a PhD course had a master's degree when they started NFP, but also 26.2% only had a bachelor's degree. Of the alumni that followed a Master course, 69.2% had a bachelor's degree and 29.3% already had a master's degree;
- 34.7% of all respondents had over 10 years of work experience when starting in the NFP, 34.6% had a work experience of 6 to 10 years, 25.8% 3 to 5 years. A small group had less than 3 years work experience, which is used by Nuffic as the minimum for a mid-career professional;
- 18.4% of all respondents worked less than 3 years for the organisation that filled in the employer statement which is required for the NFP application procedure. 20.3% already worked for more than 10 years for the organisation;
- The four largest disciplines in which the alumni followed their education or courses were agricultural sciences (20.6%), social sciences (13.1%), business administration (10.6%) and natural sciences (9.2%) (not shown in the table);
- Respondents followed their NFP education or training in a large variety of education institutions in the Netherlands. Among the alumni the five largest institutions were Wageningen University (16.3%), Maastricht School of Management (16.2%), ITC Twente (9.6%), UNESCO-IHE (9.0%) and ISS (5.1%) (not shown in the table).

**Table A2.1 Main characteristics of alumni respondents that participated in the tracer study (N=2.700 alumni)**

|   |                               |       |
|---|-------------------------------|-------|
| <b>Modality *</b>                       | Short Course                  | 70.6% |
|   | Master course                 | 32.5% |
|   | PhD Course                    | 2.6%  |
|   | Tailor-made Course            | 3.1%  |
|   | Refresher Course              | 20.3% |
| <b>Gender</b>                           | Male                          | 54.6% |
|   | Female                        | 45.4% |
| <b>Region (country of origin)</b>       | Africa                        | 53.4% |
|   | Asia                          | 35.9% |
|   | Eastern Europe                | 3.0%  |
|   | Latin America                 | 5.7%  |
|   | Other/unknown                 | 2.0%  |
| <b>Year(s) of participation in NFP</b>  | 2000-2008                     | 47.6% |
|   | 2009-2011                     | 49.3% |
|   | >2011                         | 1.4%  |
|   | Unfinished course             | 1.7%  |
| <b>Prior education before the NFP</b>   | Primary./Secondary education  | 1.1%  |
|   | Post secondary (non-tertiary) | 4.4%  |
|   | Bachelor or equivalent        | 46.9% |
|   | Master or equivalent          | 42.4% |
|   | Doctoral or equivalent        | 5.8%  |
| Unknown                                 | 0.4%                          |       |
| <b>Work experience before NFP</b>       | Less than 3 years             | 4.9%  |
|   | 3 to 5 years                  | 25.8% |
|   | 6 to 10 years                 | 34.6% |
|   | More than 10 years            | 34.7% |
| <b>Years with employer</b>              | Less than 3 years             | 18.4% |
| <b>(supporting the NFP application)</b> | 3 to 5 years                  | 35.1% |
|   | 6 to 10 years                 | 26.1% |
|   | More than 10 years            | 20.3% |

\*) The figures add up to more than 100% since it is possible for an individual to have followed more than one course.

## Background characteristics of respondents in the NFP employers questionnaire

Table A.2.2 shows the key characteristics of the employers who participated in the employer's questionnaire. Key features are:

- Most respondents to the employer questionnaire have a prominent position within their organisation: 37.8% of the respondents is a director/CEO, 29.1% is a manager/head of unit and 14.5% is a senior staff member;
- Most employers work for NGOs (39.0%), followed by a government or government funded organisation (30.2%), a business / private company (17.4%) and a university or research institute (9.3%);
- For most organisations, the last time staff participated in NFP was recent: 71.9% of the organisations was involved in NFP between 2009 and 2011; 19.8% was involved in NFP for the last time before 2009;
- Most organisations are located in Africa (54.1%), followed by Asia (29.1%), Eastern Europe (9.9%) and Latin America (7.0%), which is comparable to the regions the alumni indicated as their origin. The three largest countries among the employers are Nigeria (11.6%), Tanzania (9.3%) and Nepal (7.6%);
- According to the answers of the employers in total 674 staff in their organisations has been involved in NFP education or training, with an overrepresentation of short courses (274 staff), master courses (151) and tailor made training (181). About one third of the employers had staff involved in more than one NFP modality;
- One third of the employers (31%) participated in NFP education or training themselves;
- The five largest sectors in which the employer's organisations are active are Non-governmental organisation (37.2%), Agriculture, forestry and fishing (34.3%), Education (24.4%), Consultancy, research and other specialised business services (19.8%) and Water supply; sewerage, waste management and remediation activities (18.6%) (not shown in the table).

Table A2.2 Main characteristics of respondent in the NFP employers questionnaire (N=220 employers)

|   |  |       |
|---|--|-------|
| <b>Position in the organisation</b>         | Minister/State secretary                     | 1.2%  |
|   | Director/CEO                                 | 37.8% |
|   | Manager/Head of unit                         | 29.1% |
|   | Senior staff member                          | 14.5% |
|   | Professor                                    | 0.6%  |
|   | Teacher/trainer                              | 1.7%  |
|   | Owner of the company                         | 1.2%  |
|   | Other  | 13.4% |
| <b>Type or organisation</b>                 | NGO  | 39.0% |
|   | Government or government funded organisation | 30.2% |
|   | University/research institute                | 9.3%  |
|   | Business/private company                     | 17.4% |
|   | Other/unknown                                | 4.1%  |
| <b>Region (country of origin)</b>           | Africa                                       | 54.1% |
|   | Asia   | 29.1% |
|   | Eastern Europe                               | 9.9%  |
|   | Latin America                                | 7.0%  |
| <b>Year(s) of participation in NFP</b>      | 2000-2008                                    | 19.8% |
|   | 2009-2011                                    | 91.7% |
| <b>Number of staff involved in NFP</b>      | Short courses                                | 274   |
|   | Master courses                               | 151   |
|   | PhD studies                                  | 9     |
|   | Tailor made training                         | 181   |
|   | Refresher courses                            | 32    |
| <b>Number of NFP alumni among employers</b> | Yes  | 31%   |



## Educational background and employment status of parents of NFP alumni

The NFP intends to have a special focus on employees among deprived groups. Therefore the education back ground and the employment status of the parents were asked.

A majority of the mothers of NFP alumni completed primary or secondary education as highest level of formal education (36%+ 19%). Fathers of alumni are more educated with one third of them having a degree in higher education (bachelor, master or doctorate) only completed primary or secondary education. Among the mother the share of higher educated is 20%. The share of higher education seems relatively high compared to on average a gross enrolment rate of 5% in higher education in many African countries.

Looking at the employment status we conclude that at the time of participation in the NFP only a minority of the parents of the alumni was full-time or part-time employed.

Figure A2.1 Educational background of parents of NFP alumni

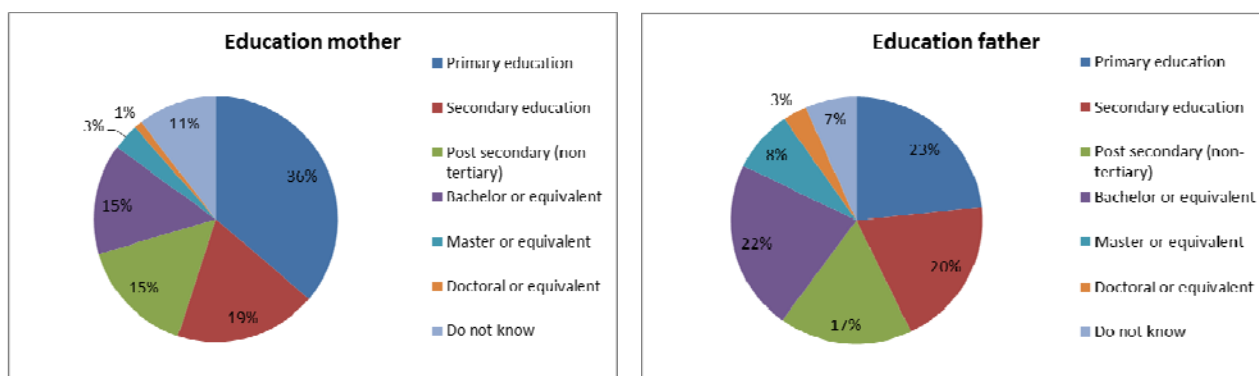


Figure A2.2 Employment status of the parents of NFP alumni

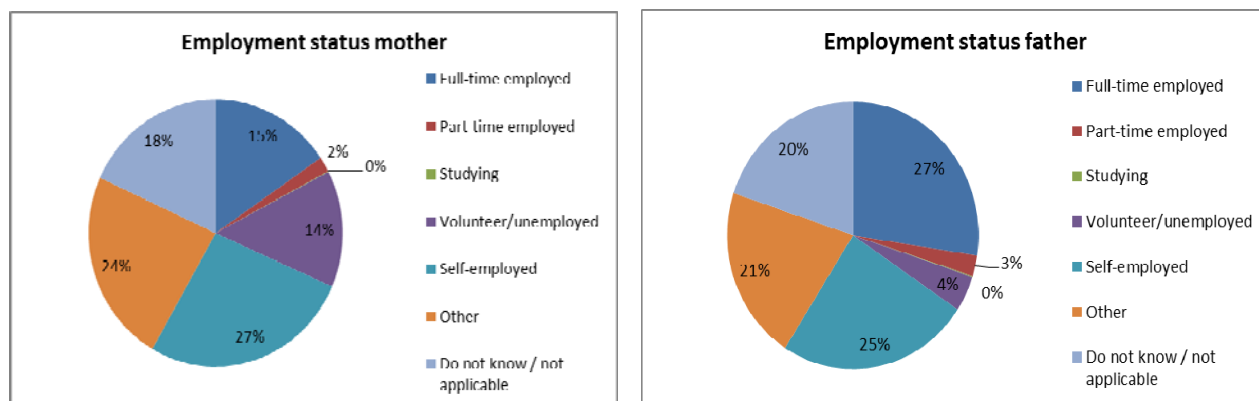
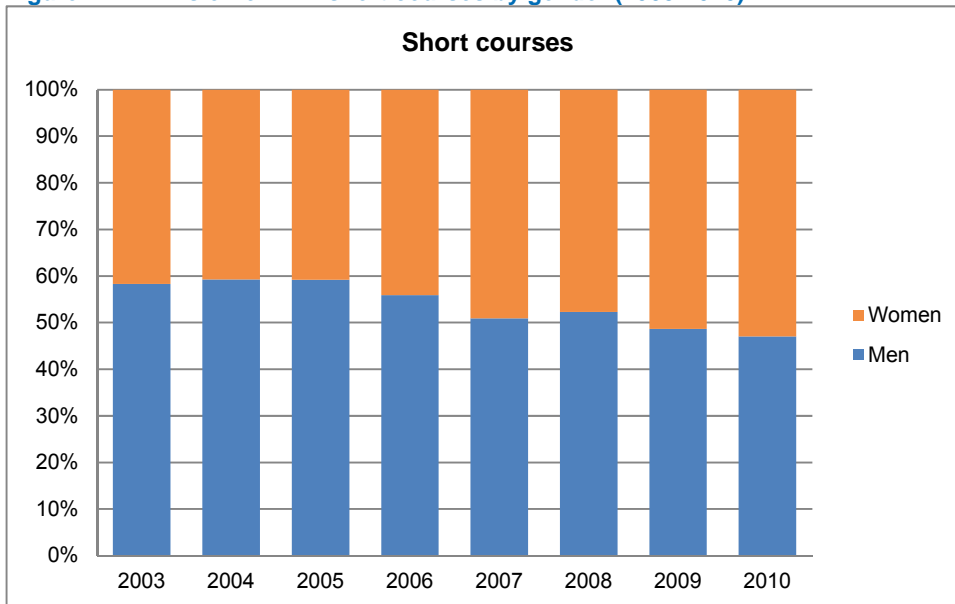


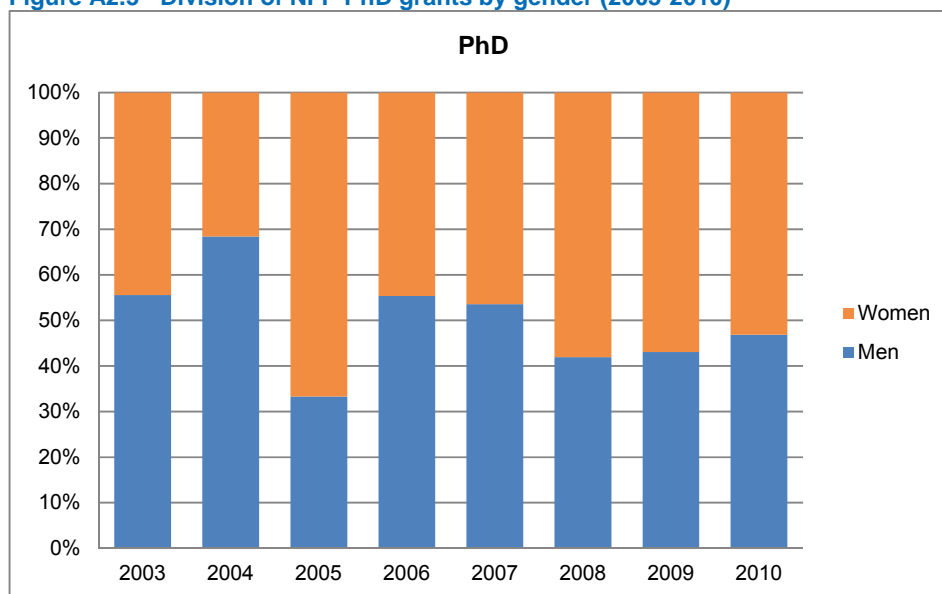
Figure A2.3 Division of NFP Master Courses by gender (2003-2010)



Figure A2.4 Division of NFP short courses by gender (2003-2010)



**Figure A2.5 Division of NFP PhD grants by gender (2003-2010)**



**Table A2.3 Distribution of fellows by discipline for NFP Master Courses (2003-2010)**

|                                   | 2003        | 2004        | 2005        | 2006        | 2007        | 2008        | 2009        | 2010        |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Agricultural Sciences             | 17%         | 20%         | 22%         | 25%         | 36%         | 18%         | 17%         | 18%         |
| Architecture                      | 6%          | 3%          | 0%          | 10%         | 12%         | 11%         | 9%          | 8%          |
| Arts                              | 0%          | 0%          | 3%          | 0%          | 0%          | 0%          | 0%          | 0%          |
| Business Administration           | 4%          | 9%          | 10%         | 13%         | 13%         | 13%         | 14%         | 16%         |
| Communication                     | 0%          | 0%          | 0%          | 1%          | 1%          | 1%          | 1%          | 1%          |
| Education                         | 2%          | 1%          | 2%          | 2%          | 2%          | 2%          | 1%          | 1%          |
| Engineering Sciences              | 14%         | 15%         | 20%         | 8%          | 7%          | 6%          | 8%          | 8%          |
| Geography                         | 12%         | 16%         | 14%         | 13%         | 0%          | 18%         | 18%         | 16%         |
| Humanities                        | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 1%          |
| Languages                         | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          |
| Law                               | 3%          | 3%          | 5%          | 3%          | 3%          | 3%          | 3%          | 3%          |
| Mathematics and Computer Sciences | 0%          | 0%          | 0%          | 1%          | 0%          | 0%          | 0%          | 0%          |
| Medical Sciences                  | 4%          | 4%          | 5%          | 5%          | 6%          | 6%          | 6%          | 5%          |
| Natural Sciences                  | 23%         | 14%         | 2%          | 3%          | 4%          | 4%          | 3%          | 6%          |
| Other                             | 1%          | 1%          | 1%          | 0%          | 0%          | 0%          | 1%          | 1%          |
| Social Sciences                   | 14%         | 14%         | 16%         | 16%         | 16%         | 16%         | 17%         | 16%         |
| Transport and communications      | 0%          | 0%          | 0%          | 1%          | 0%          | 1%          | 0%          | 1%          |
| <b>Total</b>                      | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Table A2.4 Distribution of fellows by discipline for NFP Short Courses (2003-2010)**

|                              | 2003        | 2004        | 2005        | 2006        | 2007        | 2008        | 2009        | 2010        |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Agricultural Sciences        | 58%         | 43%         | 32%         | 33%         | 43%         | 50%         | 40%         | 51%         |
| Architecture                 | 0%          | 0%          | 0%          | 10%         | 8%          | 6%          | 5%          | 4%          |
| Arts                         | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          |
| Business Administration      | 2%          | 14%         | 20%         | 28%         | 27%         | 24%         | 27%         | 18%         |
| Communication                | 0%          | 11%         | 9%          | 6%          | 7%          | 6%          | 5%          | 6%          |
| Education                    | 0%          | 0%          | 2%          | 2%          | 4%          | 3%          | 5%          | 4%          |
| Engineering Sciences         | 0%          | 3%          | 4%          | 2%          | 2%          | 3%          | 2%          | 1%          |
| Geography                    | 4%          | 19%         | 20%         | 12%         | 0%          | 0%          | 6%          | 7%          |
| Law                          | 5%          | 1%          | 1%          | 1%          | 1%          | 1%          | 1%          | 1%          |
| Mathematics/ Comp. sciences  | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          |
| Medical Sciences             | 2%          | 2%          | 2%          | 3%          | 1%          | 1%          | 2%          | 1%          |
| Natural Sciences             | 0%          | 0%          | 1%          | 0%          | 2%          | 1%          | 1%          | 0%          |
| Other                        | 3%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 1%          |
| Social Sciences              | 26%         | 8%          | 10%         | 4%          | 5%          | 5%          | 7%          | 7%          |
| Transport and communications | 0%          | 0%          | 0%          | 1%          | 1%          | 0%          | 0%          | 0%          |
| <b>Total</b>                 | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Table A2.5 Distribution of fellows by discipline for NFP PhD course (2003-2010)**

|                                   | 2003        | 2004        | 2005        | 2006        | 2007        | 2008        | 2009        | 2010        |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Agricultural sciences             | 0%          | 0%          | 12%         | 30%         | 32%         | 19%         | 9%          | 19%         |
| Architecture                      | 0%          | 0%          | 0%          | 2%          | 0%          | 0%          | 2%          | 2%          |
| Business administration           | 8%          | 0%          | 15%         | 2%          | 11%         | 10%         | 6%          | 11%         |
| Communication                     | 0%          | 0%          | 0%          | 2%          | 0%          | 0%          | 0%          | 2%          |
| Education                         | 0%          | 0%          | 6%          | 11%         | 0%          | 13%         | 6%          | 5%          |
| Engineering sciences              | 0%          | 0%          | 12%         | 0%          | 4%          | 0%          | 3%          | 11%         |
| Geography                         | 17%         | 0%          | 6%          | 0%          | 0%          | 0%          | 3%          | 0%          |
| Law                               | 0%          | 0%          | 3%          | 2%          | 7%          | 7%          | 2%          | 2%          |
| Mathematics and computer sciences | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 2%          | 0%          |
| Medical sciences                  | 0%          | 0%          | 3%          | 6%          | 4%          | 10%         | 8%          | 13%         |
| Natural sciences                  | 33%         | 50%         | 15%         | 23%         | 14%         | 23%         | 20%         | 17%         |
| Other                             | 0%          | 0%          | 3%          | 4%          | 0%          | 0%          | 15%         | 0%          |
| Social sciences                   | 42%         | 50%         | 27%         | 17%         | 29%         | 19%         | 22%         | 20%         |
| <b>Total</b>                      | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

Figure A2.6 Division of grants (Short Courses, Master Courses and PhD grants) among women and men, per country for the period 2003-2010

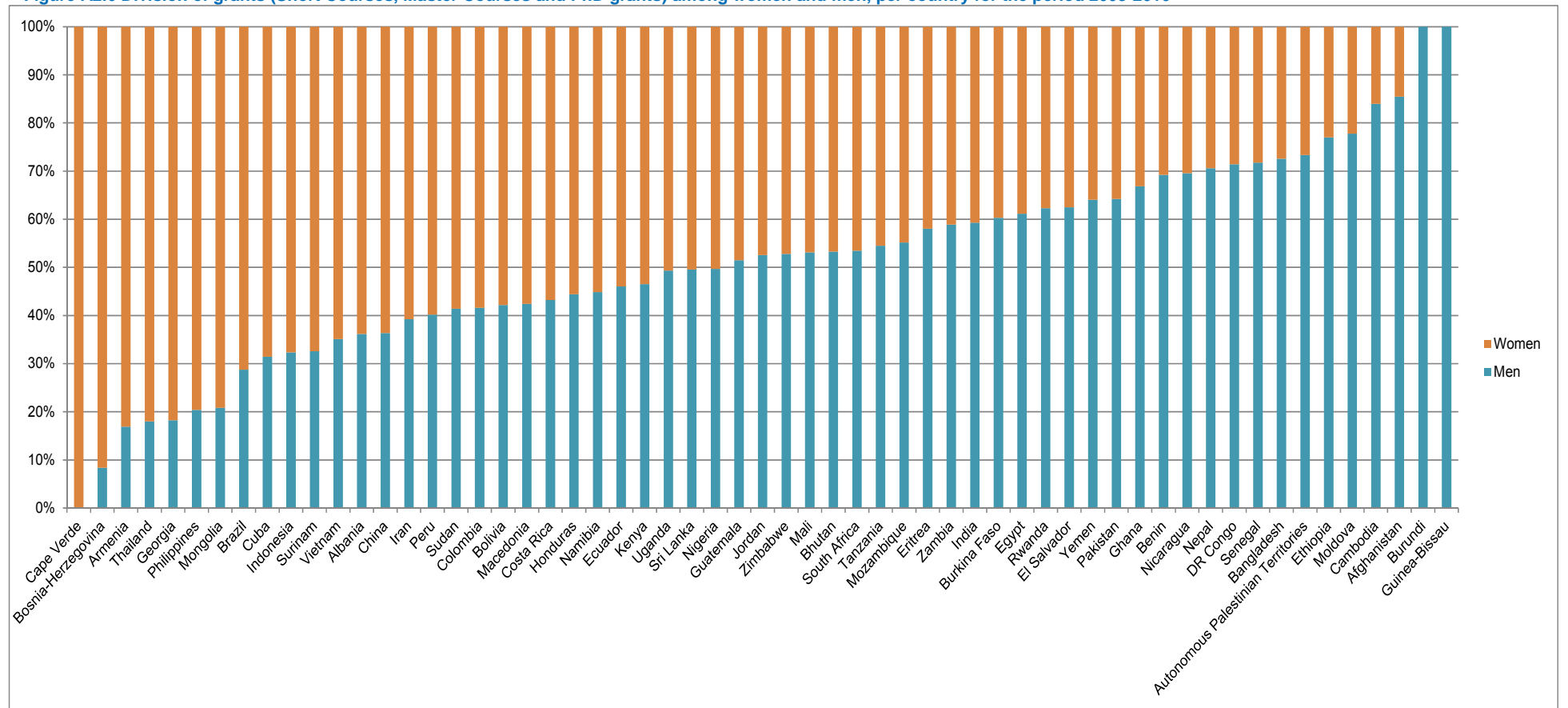
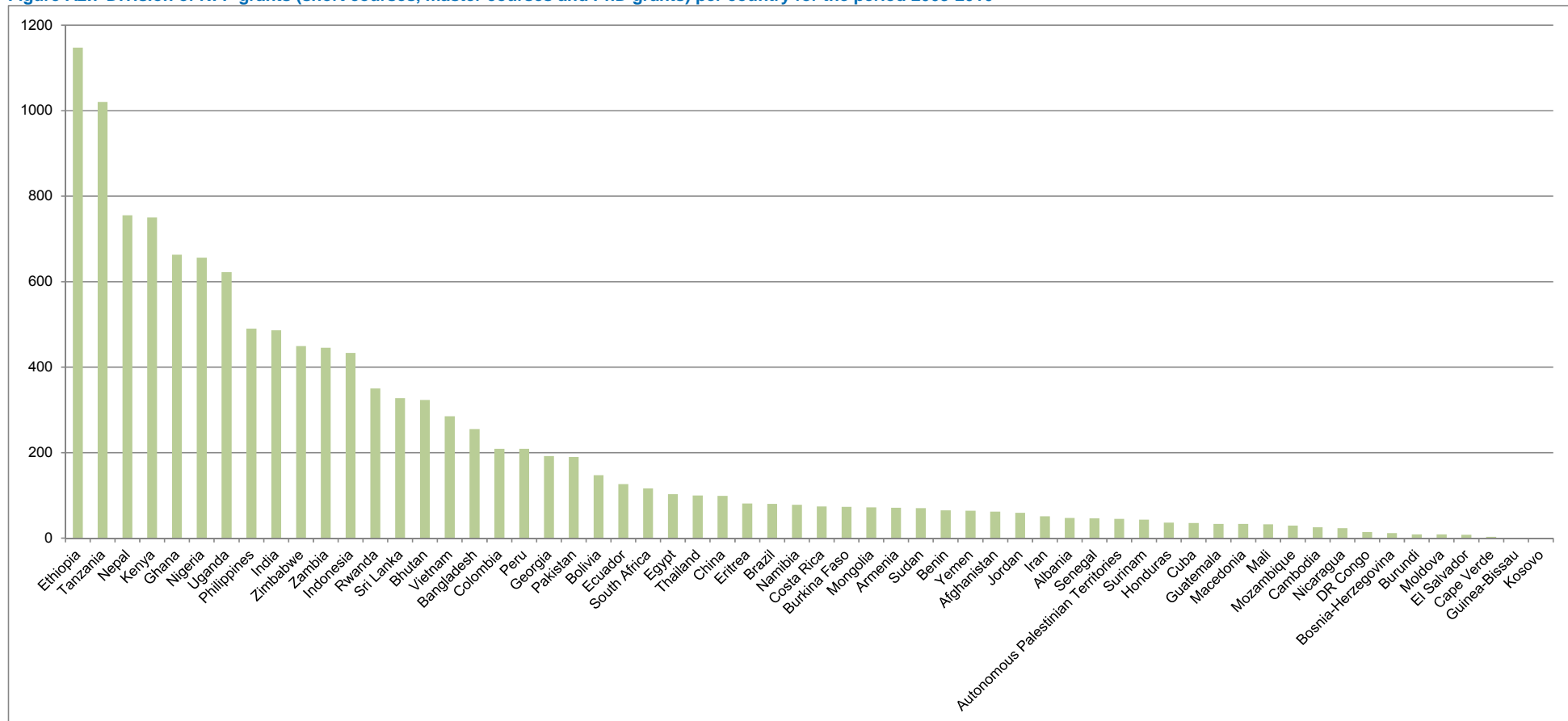


Figure A2.7 Division of NFP grants (short courses, master courses and PhD grants) per country for the period 2003-2010



## Annex 4 Results of the NFP alumni questionnaire per modality

### Q1. In which country do you live?

|                                    | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|------------------------------------|--------------|---------------|------------|--------------------|------------------|-------|
| Afghanistan                        | 91,7         | 8,3           | 0,0        | 0,0                | 0,0              | 100,0 |
| Albania                            | 60,0         | 40,0          | 0,0        | 0,0                | 0,0              | 100,0 |
| Armenia                            | 62,5         | 33,3          | 0,0        | 0,0                | 4,2              | 100,0 |
| Autonomous Palestinian Territories | 75,0         | 25,0          | 0,0        | 0,0                | 0,0              | 100,0 |
| Bangladesh                         | 49,1         | 45,3          | 0,0        | 0,0                | 5,7              | 100,0 |
| Benin                              | 75,0         | 16,7          | 8,3        | 0,0                | 0,0              | 100,0 |
| Bhutan                             | 61,2         | 25,4          | 1,5        | 0,0                | 11,9             | 100,0 |
| Bolivia                            | 22,2         | 70,4          | 3,7        | 0,0                | 3,7              | 100,0 |
| Bosnia-Herzegovina                 | 0,0          | 100,0         | 0,0        | 0,0                | 0,0              | 100,0 |
| Brazil                             | 83,3         | 8,3           | 8,3        | 0,0                | 0,0              | 100,0 |
| Burkina Faso                       | 92,3         | 0,0           | 0,0        | 0,0                | 7,7              | 100,0 |
| Burundi                            | 75,0         | 25,0          | 0,0        | 0,0                | 0,0              | 100,0 |
| Cambodia                           | 100,0        | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Cape Verde                         | 0,0          | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Colombia                           | 25,0         | 64,3          | 3,6        | 3,6                | 3,6              | 100,0 |
| Costa Rica                         | 22,2         | 66,7          | 0,0        | 0,0                | 11,1             | 100,0 |
| Cuba                               | 50,0         | 0,0           | 0,0        | 0,0                | 50,0             | 100,0 |
| Democratic Republic of the Congo   | 100,0        | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Ecuador                            | 28,6         | 66,7          | 0,0        | 0,0                | 4,8              | 100,0 |
| Egypt                              | 80,0         | 10,0          | 5,0        | 5,0                | 0,0              | 100,0 |
| El Salvador                        | 0,0          | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Eritrea                            | 12,5         | 37,5          | 37,5       | 0,0                | 12,5             | 100,0 |
| Ethiopia                           | 43,6         | 48,1          | 4,4        | 0,6                | 3,3              | 100,0 |
| Georgia                            | 57,9         | 34,2          | 2,6        | 2,6                | 2,6              | 100,0 |
| Ghana                              | 61,4         | 33,7          | 1,8        | 2,4                | 0,6              | 100,0 |
| Guatemala                          | 60,0         | 40,0          | 0,0        | 0,0                | 0,0              | 100,0 |
| Guinea-Bissau                      | 0,0          | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Honduras                           | 28,6         | 71,4          | 0,0        | 0,0                | 0,0              | 100,0 |
| India                              | 70,8         | 19,1          | 1,1        | 2,2                | 6,7              | 100,0 |
| Indonesia                          | 81,0         | 7,9           | 4,0        | 2,4                | 4,8              | 100,0 |
| Iran                               | 66,7         | 25,0          | 0,0        | 0,0                | 8,3              | 100,0 |
| Ivory Coast                        | 0,0          | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Jordan                             | 68,8         | 31,3          | 0,0        | 0,0                | 0,0              | 100,0 |

|                       | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|-----------------------|--------------|---------------|------------|--------------------|------------------|-------|
| Kenya                 | 68,5         | 24,5          | 1,5        | 2,5                | 3,0              | 100,0 |
| Kosovo                | 100,0        | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Macedonia             | 40,0         | 40,0          | 0,0        | 20,0               | 0,0              | 100,0 |
| Mali                  | 100,0        | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Moldova               | 100,0        | 0,0           | 0,0        | 0,0                | 0,0              | 100,0 |
| Mongolia              | 68,8         | 25,0          | 0,0        | 0,0                | 6,3              | 100,0 |
| Mozambique            | 28,6         | 57,1          | 0,0        | 14,3               | 0,0              | 100,0 |
| Namibia               | 50,0         | 50,0          | 0,0        | 0,0                | 0,0              | 100,0 |
| Nepal                 | 56,1         | 35,5          | 3,9        | 1,3                | 3,2              | 100,0 |
| Nicaragua             | 0,0          | 0,0           | 0,0        | 100,0              | 0,0              | 100,0 |
| Nigeria               | 83,8         | 13,5          | 0,0        | 0,5                | 2,2              | 100,0 |
| Pakistan              | 71,1         | 24,4          | 2,2        | 2,2                | 0,0              | 100,0 |
| Peru                  | 35,3         | 50,0          | 2,9        | 2,9                | 8,8              | 100,0 |
| Philippines           | 76,9         | 19,5          | 0,0        | 1,8                | 1,8              | 100,0 |
| Rwanda                | 44,8         | 44,8          | 3,4        | 3,4                | 3,4              | 100,0 |
| Senegal               | 88,9         | 0,0           | 0,0        | 0,0                | 11,1             | 100,0 |
| South Africa          | 66,7         | 20,0          | 3,3        | 10,0               | 0,0              | 100,0 |
| Sri Lanka             | 72,1         | 23,5          | 0,0        | 0,0                | 4,4              | 100,0 |
| Sudan                 | 55,6         | 33,3          | 7,4        | 3,7                | 0,0              | 100,0 |
| Surinam               | 62,5         | 25,0          | 12,5       | 0,0                | 0,0              | 100,0 |
| Tanzania              | 63,2         | 31,4          | 1,3        | 2,2                | 1,8              | 100,0 |
| Thailand              | 63,6         | 24,2          | 9,1        | 0,0                | 3,0              | 100,0 |
| Uganda                | 39,8         | 46,0          | 6,2        | 6,2                | 1,8              | 100,0 |
| Vietnam               | 63,5         | 23,0          | 8,1        | 1,4                | 4,1              | 100,0 |
| Yemen                 | 50,0         | 41,7          | 0,0        | 0,0                | 8,3              | 100,0 |
| Zambia                | 52,3         | 39,8          | 0,0        | 1,1                | 6,8              | 100,0 |
| Zimbabwe              | 69,4         | 25,9          | 0,0        | 3,5                | 1,2              | 100,0 |
| Other                 | 43,6         | 43,6          | 3,6        | 5,5                | 3,6              | 100,0 |
| Number of respondents | 1669         | 822           | 65         | 55                 | 89               | 2700  |

## Q2. Are you male or female

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Male                  | 53,1         | 56,2          | 56,9         | 63,6               | 58,4             | 54,6         |
| Female                | 46,9         | 43,8          | 43,1         | 36,4               | 41,6             | 45,4         |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |



### Q3. Age?

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| <30                   | 6,2          | 7,8           | 3,1          | 0,0                | 9,0              | 6,6          |
| 31-40                 | 46,4         | 59,7          | 49,2         | 47,3               | 29,2             | 50,0         |
| 41-50                 | 34,8         | 27,3          | 38,5         | 30,9               | 43,8             | 32,8         |
| >50                   | 12,5         | 5,2           | 9,2          | 21,8               | 18,0             | 10,6         |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

### Q4. What was the highest level of formal education you had completed when you started with your NFP education or training?

|                               | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Primary education             | ,0           | ,0            | ,0           | ,0                 | 1,1              | ,0           |
| Secondary education           | 1,2          | ,4            | ,0           | ,0                 | 7,9              | 1,1          |
| Post secondary (non-tertiary) | 4,6          | ,6            | 1,5          | 3,6                | 4,5              | 3,3          |
| Bachelor or equivalent        | 38,0         | 69,2          | 26,2         | 36,4               | 29,2             | 46,9         |
| Master or equivalent          | 47,2         | 29,3          | 69,2         | 54,5               | 47,2             | 42,4         |
| Doctoral or equivalent        | 8,5          | ,4            | 3,1          | 5,5                | 7,9              | 5,8          |
| Do not know                   | ,5           | ,1            | ,0           | ,0                 | 2,2              | ,4           |
| <b>Total</b>                  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents         | 1669         | 822           | 65           | 55                 | 89               | 2700         |

### Q5. What is the highest level of formal education that your parents completed: Mother

|                               | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Primary education             | 37,0         | 34,4          | 40,0         | 32,7               | 36,0             | 36,2         |
| Secondary education           | 19,4         | 18,4          | 16,9         | 16,4               | 18,0             | 18,9         |
| Post secondary (non-tertiary) | 14,9         | 15,5          | 20,0         | 21,8               | 16,9             | 15,4         |
| Bachelor or equivalent        | 14,4         | 15,3          | 10,8         | 16,4               | 11,2             | 14,5         |
| Master or equivalent          | 3,1          | 4,3           | 7,7          | ,0                 | 2,2              | 3,5          |
| Doctoral or equivalent        | 1,1          | 1,2           | 1,5          | ,0                 | ,0               | 1,1          |
| Do not know                   | 10,2         | 10,9          | 3,1          | 12,7               | 15,7             | 10,5         |
| <b>Total</b>                  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents         | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q6. What is the highest level of formal education that your parents completed: Father**

|                               | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Primary education             | 23,1         | 24,0          | 20,0         | 20,0               | 25,8             | 23,3         |
| Secondary education           | 20,1         | 17,6          | 24,6         | 20,0               | 22,5             | 19,6         |
| Post secondary (non-tertiary) | 18,5         | 14,7          | 10,8         | 25,5               | 13,5             | 17,1         |
| Bachelor or equivalent        | 21,4         | 24,0          | 30,8         | 20,0               | 18,0             | 22,3         |
| Master or equivalent          | 7,6          | 9,5           | 3,1          | 5,5                | 7,9              | 8,0          |
| Doctoral or equivalent        | 2,8          | 3,9           | 7,7          | ,0                 | ,0               | 3,1          |
| Do not know                   | 6,5          | 6,3           | 3,1          | 9,1                | 12,4             | 6,6          |
| <b>Total</b>                  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents         | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q7. What employment status do your parents have? Mother**

|                              | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Full-time employed           | 15,0         | 17,2          | 15,4         | 10,9               | 11,2             | 15,5         |
| Part-time employed           | 1,3          | 2,4           | 3,1          | 3,6                | 4,5              | 1,9          |
| Studying                     | ,1           | ,0            | ,0           | ,0                 | ,0               | ,1           |
| Volunteer/unemployed         | 14,7         | 13,3          | 16,9         | 12,7               | 11,2             | 14,1         |
| Self-employed                | 26,8         | 26,5          | 26,2         | 32,7               | 24,7             | 26,7         |
| Other                        | 23,4         | 23,7          | 16,9         | 23,6               | 29,2             | 23,5         |
| Do not know / not applicable | 18,7         | 16,9          | 21,5         | 16,4               | 19,1             | 18,2         |
| <b>Total</b>                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents        | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q8. What employment status do your parents have? Father**

|                             | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Full-time employed          | 27,9         | 27,5          | 24,6         | 25,5               | 22,5             | 27,4         |
| Part-time employed          | 2,6          | 2,2           | 3,1          | 5,5                | ,0               | 2,5          |
| Studying                    | ,1           | ,0            | 1,5          | ,0                 | 1,1              | ,1           |
| Volunteer/unemployed        | 4,2          | 4,4           | 6,2          | 7,3                | 3,4              | 4,3          |
| Self-employed               | 25,3         | 22,7          | 26,2         | 20,0               | 32,6             | 24,7         |
| Other                       | 19,8         | 22,6          | 23,1         | 23,6               | 25,8             | 21,0         |
| Do not know /not applicable | 20,1         | 20,6          | 15,4         | 18,2               | 14,6             | 19,9         |
| <b>Total</b>                | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents       | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q9. In what sector does your mother work?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| NGO (non-governmental organisation)          | 1,4          | 3,2           | 3,4          | 7,7                | 5,6              | 2,3          |
| Government or government funded organisation | 25,8         | 26,4          | 24,1         | 11,5               | 16,7             | 25,4         |
| University or research institute             | 4,4          | 4,0           | 6,9          | ,0                 | 2,8              | 4,2          |
| Business / Private company                   | 34,2         | 33,0          | 31,0         | 38,5               | 30,6             | 33,7         |
| Do not know / Not applicable                 | 8,9          | 10,8          | 6,9          | ,0                 | 8,3              | 9,2          |
| Other, please specify                        | 25,3         | 22,7          | 27,6         | 42,3               | 36,1             | 25,2         |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 720          | 379           | 29           | 26                 | 36               | 1190         |

**Q10. In what sector does your father work?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| NGO (non-governmental organisation)          | 2,1          | 4,6           | 2,9          | ,0                 | 4,1              | 2,9          |
| Government or government funded organisation | 32,8         | 32,7          | 34,3         | 28,6               | 30,6             | 32,7         |
| University or research institute             | 4,7          | 4,9           | 5,7          | 3,6                | 2,0              | 4,7          |
| Business / Private company                   | 35,2         | 32,7          | 37,1         | 28,6               | 26,5             | 34,1         |
| Do not know / Not applicable                 | 5,0          | 5,8           | ,0           | 3,6                | 4,1              | 5,1          |
| Other, please specify                        | 20,1         | 19,3          | 20,0         | 35,7               | 32,7             | 20,5         |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 932          | 431           | 35           | 28                 | 49               | 1475         |

**Q11. How many years of work experience did you have when you started your NFP education or training?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| < 5 years             | 15,2         | 33,8          | 20,0         | 7,3                | 16,9             | 20,9         |
| 5-9 years             | 35,1         | 37,6          | 40,0         | 47,3               | 27,0             | 35,9         |
| 10-14 years           | 21,1         | 17,4          | 27,7         | 14,5               | 24,7             | 20,1         |
| 15-19 years           | 15,4         | 8,0           | 4,6          | 10,9               | 18,0             | 12,9         |
| >19 years             | 13,2         | 3,2           | 7,7          | 20,0               | 13,5             | 10,2         |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q11. How many years of work experience did you have when you started your NFP education or training?**

|       | Mean |
|-------|------|
| Years | 9,87 |

**Q12. How many years did you work for the employer who filled in the employer statement of NFP when you started your NFP education?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| < 5 years             | 38,5         | 54,9          | 43,1         | 36,4               | 33,7             | 43,4         |
| 5-9 years             | 31,9         | 28,1          | 38,5         | 43,6               | 27,0             | 31,0         |
| 10-14 years           | 14,1         | 10,6          | 15,4         | 5,5                | 14,6             | 12,9         |
| 15-19 years           | 8,1          | 4,6           | ,0           | 10,9               | 15,7             | 7,2          |
| >19 years             | 7,4          | 1,8           | 3,1          | 3,6                | 9,0              | 5,6          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q12. How many years did you work for the employer who filled in the employer statement of NFP when you started your NFP education?**

|       | Mean |
|-------|------|
| Years | 7,12 |

**Q13. What type of NFP education or training did you participate in? (multiple response)**

|                       | Total |
|-----------------------|-------|
| Short Course          | 70,6  |
| Master course         | 32,5  |
| PhD Course            | 2,6   |
| Tailor-made Course    | 3,1   |
| Refresher Course      | 20,3  |
| Number of respondents | 2700  |

**Q14. Please indicate for what type of NFP education or training you will fill in this questionnaire.**

|                       | Total        |
|-----------------------|--------------|
| Short Course          | 61,8         |
| Master Course         | 30,4         |
| PhD Course            | 2,4          |
| Tailor-made Course    | 2,0          |
| Refresher Course      | 3,3          |
| <b>Total</b>          | <b>100,0</b> |
| Number of respondents | 2700         |

**Q15. In which year did you start your NFP education or training?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| 2000                  | 1,6          | 5,0           | 3,1          | 3,6                | 4,5              | 2,8          |
| 2001                  | 1,0          | 1,3           | ,0           | 3,6                | ,0               | 1,1          |
| 2002                  | ,7           | 1,9           | ,0           | 1,8                | 3,4              | 1,2          |
| 2003                  | 1,9          | 7,2           | 4,6          | 1,8                | 3,4              | 3,6          |
| 2004                  | 4,0          | 7,4           | 3,1          | 1,8                | 6,7              | 5,1          |
| 2005                  | 6,7          | 8,5           | 10,8         | 14,5               | 6,7              | 7,5          |
| 2006                  | 8,1          | 12,2          | 18,5         | 14,5               | 9,0              | 9,8          |
| 2007                  | 11,2         | 15,3          | 13,8         | 23,6               | 15,7             | 12,9         |
| 2008                  | 12,8         | 16,1          | 12,3         | 10,9               | 12,4             | 13,7         |
| 2009                  | 24,0         | 19,5          | 13,8         | 18,2               | 24,7             | 22,3         |
| 2010                  | 26,2         | 4,1           | 15,4         | 1,8                | 10,1             | 18,2         |
| 2011                  | 1,8          | 1,5           | 4,6          | 3,6                | 3,4              | 1,9          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q16. In which year did (or will) you complete your NFP education or training? If you did not complete your NFP education or training?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| 2000                  | 1,2          | 1,8           | 1,5          | 1,8                | 3,4              | 1,5          |
| 2001                  | 1,0          | 2,3           | ,0           | 5,5                | ,0               | 1,4          |
| 2002                  | ,7           | 1,2           | ,0           | 1,8                | 2,2              | ,9           |
| 2003                  | 1,8          | 1,8           | 1,5          | ,0                 | ,0               | 1,7          |
| 2004                  | 3,5          | 5,0           | 3,1          | 1,8                | 5,6              | 4,0          |
| 2005                  | 6,5          | 7,1           | 6,2          | 14,5               | 9,0              | 6,9          |
| 2006                  | 7,8          | 7,7           | 6,2          | 10,9               | 9,0              | 7,8          |
| 2007                  | 10,2         | 10,9          | 4,6          | 20,0               | 10,1             | 10,5         |
| 2008                  | 12,5         | 14,1          | 3,1          | 10,9               | 15,7             | 12,8         |
| 2009                  | 24,0         | 16,5          | 16,9         | 16,4               | 16,9             | 21,2         |
| 2010                  | 26,5         | 23,8          | 16,9         | 9,1                | 18,0             | 24,8         |
| 2011                  | 2,6          | 4,3           | 4,6          | 3,6                | 5,6              | 3,3          |
| 2012                  | ,3           | 1,3           | 10,8         | ,0                 | 1,1              | ,9           |
| 2013                  | ,1           | ,2            | 3,1          | ,0                 | ,0               | ,2           |
| 2014                  | ,0           | ,0            | 6,2          | ,0                 | 1,1              | ,2           |
| 2015                  | ,1           | ,0            | 6,2          | ,0                 | ,0               | ,2           |
| Did not complete      | 1,3          | 1,8           | 9,2          | 3,6                | 2,2              | 1,7          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q17. Did you complete your NFP education or training with a certificate or degree?**

|   | Total        |
|---|--------------|
| PhD degree                                | ,5           |
| Masters degree                            | 29,1         |
| Certificate                               | 66,9         |
| I did not receive a certificate or degree | 2,1          |
| Still busy with my NFP course             | 1,4          |
| <b>Total</b>                              | <b>100,0</b> |
| Number of respondents                     | 2700         |

**Q18. In what discipline was your NFP education or training?**

|                                    | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|------------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Agricultural Sciences              | 24,3         | 12,0          | 24,6         | 21,8               | 25,8             | 20,6         |
| Architecture                       | ,4           | ,4            | 1,5          | 3,6                | ,0               | ,5           |
| Arts                               | ,1           | ,5            | ,0           | ,0                 | 1,1              | ,2           |
| Business Administration            | 10,2         | 12,0          | 7,7          | 7,3                | 7,9              | 10,6         |
| Communication                      | 5,9          | 1,0           | 1,5          | ,0                 | 3,4              | 4,1          |
| Education                          | 5,4          | 1,8           | 6,2          | 5,5                | 2,2              | 4,2          |
| Engineering Sciences               | 5,3          | 13,7          | 9,2          | 5,5                | 3,4              | 7,9          |
| Geography                          | 1,9          | 3,4           | 1,5          | 1,8                | 3,4              | 2,4          |
| Humanities                         | 1,4          | 1,1           | 3,1          | ,0                 | 1,1              | 1,3          |
| Languages                          | ,0           | ,0            | ,0           | ,0                 | ,0               | ,0           |
| Law                                | ,9           | 3,4           | ,0           | 1,8                | 1,1              | 1,7          |
| Mathematical and Computer Sciences | 1,2          | ,5            | 1,5          | ,0                 | ,0               | ,9           |
| Medical Sciences                   | 1,9          | 4,7           | 3,1          | 3,6                | 1,1              | 2,8          |
| Natural Sciences                   | 8,2          | 11,6          | 6,2          | 9,1                | 7,9              | 9,2          |
| Other                              | 20,9         | 16,1          | 15,4         | 29,1               | 28,1             | 19,7         |
| Social Sciences                    | 11,3         | 17,3          | 16,9         | 7,3                | 10,1             | 13,1         |
| Transport and Communications       | ,4           | ,2            | ,0           | ,0                 | ,0               | ,3           |
| Don't know                         | ,6           | ,2            | 1,5          | 3,6                | 3,4              | ,7           |
| <b>Total</b>                       | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents              | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q19. What was the name of your host educational institution in the Netherlands? We only present the top 5 educational institutions.**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| WU                    | 18,9         | 11,7          | 24,6         | 3,6                | 13,5             | 16,3         |
| MSM                   | 20,9         | 7,8           | 9,2          | 16,4               | 11,2             | 16,2         |
| ITC                   | 6,3          | 15,8          | 6,2          | 9,1                | 15,7             | 9,6          |
| UNESCO-IHE            | 6,7          | 14,1          | 13,8         | 5,5                | 4,5              | 9,0          |
| ISS                   | 2,2          | 11,1          | 9,2          | 1,8                | 3,4              | 5,1          |
| Other                 | 45,2         | 39,5          | 36,9         | 63,6               | 51,7             | 43,9         |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1669         | 822           | 65           | 55                 | 89               | 2700         |

**Q20. What were the main reasons for you to apply for an NFP-fellowship?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>to improve specific competences</b>       |              |               |              |                    |                  |              |
| Not applicable                               | ,7           | ,9            | ,0           | ,0                 | 2,2              | ,7           |
| Slightly applicable                          | 2,0          | 3,5           | 1,5          | 1,8                | 5,6              | 2,6          |
| Applicable                                   | 19,8         | 20,8          | 21,5         | 20,0               | 25,8             | 20,4         |
| Highly applicable                            | 77,2         | 74,8          | 76,9         | 78,2               | 65,2             | 76,1         |
| Do not know                                  | ,3           | ,0            | ,0           | ,0                 | 1,1              | ,2           |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to improve my general knowledge</b>       |              |               |              |                    |                  |              |
| Not applicable                               | 2,8          | 2,1           | 4,6          | 1,8                | 1,1              | 2,5          |
| Slightly applicable                          | 7,1          | 7,4           | 4,6          | 5,5                | 6,7              | 7,1          |
| Applicable                                   | 30,6         | 28,2          | 36,9         | 30,9               | 30,3             | 30,0         |
| Highly applicable                            | 59,3         | 62,0          | 53,8         | 61,8               | 61,8             | 60,1         |
| Do not know                                  | ,2           | ,2            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to get a (higher) degree in education</b> |              |               |              |                    |                  |              |
| Not applicable                               | 49,5         | 3,4           | 6,2          | 54,5               | 40,4             | 34,2         |
| Slightly applicable                          | 16,1         | 4,6           | 6,2          | 3,6                | 19,1             | 12,2         |
| Applicable                                   | 18,5         | 18,1          | 26,2         | 25,5               | 21,3             | 18,8         |
| Highly applicable                            | 15,1         | 73,5          | 61,5         | 14,5               | 16,9             | 34,0         |
| Do not know                                  | ,8           | ,4            | ,0           | 1,8                | 2,2              | ,7           |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to enhance my personal development</b>    |              |               |              |                    |                  |              |
| Not applicable                               | 1,6          | ,5            | ,0           | ,0                 | 1,1              | 1,1          |
| Slightly applicable                          | 4,9          | 2,2           | 3,1          | 3,6                | 3,4              | 4,0          |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Applicable   | 23,9         | 17,5          | 33,8         | 21,8               | 20,2             | 22,0         |
| Highly applicable  | 69,4         | 79,6          | 63,1         | 74,5               | 75,3             | 72,6         |
| Do not know  | ,2           | ,2            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to help improve the quality of the services of the organisation</b> |              |               |              |                    |                  |              |
| Not applicable   | 1,3          | 1,2           | 1,5          | ,0                 | 1,1              | 1,3          |
| Slightly applicable  | 3,4          | 5,2           | 13,8         | 3,6                | 2,2              | 4,1          |
| Applicable   | 21,7         | 27,1          | 21,5         | 18,2               | 28,1             | 23,5         |
| Highly applicable  | 73,2         | 65,3          | 63,1         | 78,2               | 67,4             | 70,5         |
| Do not know  | ,4           | 1,1           | ,0           | ,0                 | 1,1              | ,6           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to be able to go abroad</b>   |              |               |              |                    |                  |              |
| Not applicable   | 47,0         | 33,2          | 46,2         | 60,0               | 27,0             | 42,4         |
| Slightly applicable  | 25,2         | 29,8          | 23,1         | 16,4               | 32,6             | 26,6         |
| Applicable   | 16,8         | 22,7          | 21,5         | 10,9               | 23,6             | 18,9         |
| Highly applicable  | 9,8          | 13,0          | 9,2          | 12,7               | 15,7             | 11,0         |
| Do not know  | 1,1          | 1,2           | ,0           | ,0                 | 1,1              | 1,1          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to enhance my career opportunities</b>                              |              |               |              |                    |                  |              |
| Not applicable   | 5,5          | ,7            | 1,5          | 3,6                | 1,1              | 3,8          |
| Slightly applicable  | 8,7          | 2,7           | 6,2          | 9,1                | 7,9              | 6,8          |
| Applicable   | 27,4         | 19,2          | 26,2         | 27,3               | 18,0             | 24,6         |
| Highly applicable  | 57,9         | 76,5          | 66,2         | 60,0               | 73,0             | 64,3         |
| Do not know  | ,4           | ,9            | ,0           | ,0                 | ,0               | ,5           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>to get a higher salary</b>  |              |               |              |                    |                  |              |
| Not applicable   | 56,8         | 16,7          | 23,1         | 60,0               | 41,6             | 43,3         |
| Slightly applicable  | 21,9         | 24,8          | 38,5         | 14,5               | 25,8             | 23,1         |
| Applicable   | 14,6         | 33,7          | 23,1         | 16,4               | 20,2             | 20,9         |
| Highly applicable  | 6,2          | 23,5          | 13,8         | 7,3                | 11,2             | 11,8         |
| Do not know  | ,5           | 1,3           | 1,5          | 1,8                | 1,1              | ,9           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>my manager/employer requested it from me</b>                        |              |               |              |                    |                  |              |
| Not applicable   | 66,3         | 64,7          | 49,2         | 56,4               | 58,4             | 64,9         |
| Slightly applicable  | 14,4         | 16,4          | 15,4         | 20,0               | 13,5             | 15,1         |



|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| Applicable  | 12,6         | 11,3          | 20,0         | 14,5               | 19,1             | 12,6         |
| Highly applicable                                     | 5,5          | 6,0           | 12,3         | 9,1                | 7,9              | 6,0          |
| Do not know   | 1,3          | 1,6           | 3,1          | ,0                 | 1,1              | 1,4          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>it suited the HRM strategy of the organisation</b> |              |               |              |                    |                  |              |
| Not applicable  | 28,9         | 29,3          | 18,5         | 27,3               | 19,1             | 28,4         |
| Slightly applicable                                   | 17,7         | 21,4          | 13,8         | 7,3                | 20,2             | 18,6         |
| Applicable  | 27,4         | 27,3          | 29,2         | 29,1               | 37,1             | 27,8         |
| Highly applicable                                     | 23,0         | 19,8          | 38,5         | 36,4               | 19,1             | 22,6         |
| Do not know   | 2,9          | 2,2           | ,0           | ,0                 | 4,5              | 2,6          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>not admitted to other fellowship programmes</b>    |              |               |              |                    |                  |              |
| Not applicable  | 83,0         | 77,4          | 67,7         | 80,0               | 67,4             | 80,3         |
| Slightly applicable                                   | 5,3          | 10,6          | 6,2          | 10,9               | 15,7             | 7,4          |
| Applicable  | 4,9          | 5,8           | 12,3         | 5,5                | 3,4              | 5,3          |
| Highly applicable                                     | 3,2          | 3,5           | 12,3         | ,0                 | 5,6              | 3,5          |
| Do not know   | 3,6          | 2,7           | 1,5          | 3,6                | 7,9              | 3,4          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1669         | 822           | 65           | 55                 | 89               | 2700         |
| <b>Other, please specify</b>                          |              |               |              |                    |                  |              |
| Not applicable  | 57,5         | 63,4          | 26,3         | 59,1               | 43,3             | 57,9         |
| Slightly applicable                                   | 1,7          | ,9            | ,0           | ,0                 | 3,3              | 1,5          |
| Applicable  | 6,6          | 5,7           | 21,1         | ,0                 | 6,7              | 6,5          |
| Highly applicable                                     | 20,6         | 15,9          | 10,5         | 22,7               | 26,7             | 19,3         |
| Do not know   | 13,6         | 14,1          | 42,1         | 18,2               | 20,0             | 14,8         |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 515          | 227           | 19           | 22                 | 30               | 813          |

#### Q21. How do you judge the following elements of the NFP education or training?

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>Quality of the teachers/trainers</b> |              |               |              |                    |                  |              |
| Poor                                    | ,1           | ,2            | 3,1          | ,0                 | ,0               | ,2           |
| Average                                 | ,9           | 2,6           | 1,5          | ,0                 | 1,1              | 1,4          |
| Good                                    | 20,5         | 32,1          | 24,6         | 14,8               | 20,2             | 24,0         |
| Very good                               | 78,5         | 64,8          | 70,8         | 85,2               | 78,7             | 74,3         |
| Do not know                             | ,1           | ,2            | ,0           | ,0                 | ,0               | ,1           |
| <b>Total</b>                            | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Number of respondents  | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Match with my knowledge level prior to the NFP course</b> |              |               |              |                    |                  |              |
| Poor   | ,9           | 1,5           | 1,5          | ,0                 | ,0               | 1,0          |
| Average  | 5,5          | 7,2           | 9,2          | 1,9                | 3,4              | 6,0          |
| Good   | 40,0         | 43,6          | 38,5         | 44,4               | 49,4             | 41,4         |
| Very good  | 52,7         | 46,1          | 49,2         | 53,7               | 44,9             | 50,4         |
| Do not know  | 1,0          | 1,6           | 1,5          | ,0                 | 2,2              | 1,2          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Match with my training needs</b>                          |              |               |              |                    |                  |              |
| Poor   | ,0           | ,9            | 1,5          | ,0                 | ,0               | ,3           |
| Average  | 2,9          | 5,3           | 4,6          | 1,9                | 3,4              | 3,7          |
| Good   | 27,7         | 33,7          | 33,8         | 22,2               | 29,2             | 29,6         |
| Very good  | 69,2         | 59,9          | 60,0         | 75,9               | 67,4             | 66,2         |
| Do not know  | ,2           | ,2            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Teaching methods used</b>                                 |              |               |              |                    |                  |              |
| Poor   | ,0           | ,5            | 1,5          | ,0                 | 1,1              | ,2           |
| Average  | 2,3          | 4,4           | 7,7          | 1,9                | ,0               | 3,0          |
| Good   | 28,6         | 38,3          | 29,2         | 18,5               | 33,7             | 31,5         |
| Very good  | 68,9         | 56,6          | 61,5         | 77,8               | 65,2             | 65,0         |
| Do not know  | ,1           | ,2            | ,0           | 1,9                | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Teacher - student relations</b>                           |              |               |              |                    |                  |              |
| Poor   | ,2           | 1,8           | ,0           | ,0                 | ,0               | ,7           |
| Average  | 3,7          | 6,6           | 4,6          | 5,6                | 3,4              | 4,7          |
| Good   | 25,8         | 33,3          | 32,3         | 18,5               | 22,5             | 28,0         |
| Very good  | 70,1         | 57,9          | 63,1         | 74,1               | 74,2             | 66,4         |
| Do not know  | ,1           | ,4            | ,0           | 1,9                | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Preparation into Dutch culture and society</b>            |              |               |              |                    |                  |              |
| Poor   | 4,7          | 7,5           | 9,2          | 9,3                | 4,5              | 5,7          |
| Average  | 19,2         | 25,6          | 27,7         | 20,4               | 22,5             | 21,5         |
| Good   | 40,6         | 36,3          | 35,4         | 33,3               | 33,7             | 38,8         |
| Very good  | 31,9         | 29,1          | 26,2         | 27,8               | 30,3             | 30,8         |
| Do not know  | 3,7          | 1,5           | 1,5          | 9,3                | 9,0              | 3,2          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| Number of respondents   | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Quality of guidance by Dutch teaching staff</b>                |              |               |              |                    |                  |              |
| Poor  | ,9           | 2,6           | 3,1          | 1,9                | ,0               | 1,5          |
| Average   | 5,6          | 11,7          | 12,3         | ,0                 | 7,9              | 7,6          |
| Good  | 35,3         | 38,9          | 32,3         | 31,5               | 37,1             | 36,3         |
| Very good   | 56,1         | 44,9          | 50,8         | 61,1               | 51,7             | 52,6         |
| Do not know   | 2,1          | 2,0           | 1,5          | 5,6                | 3,4              | 2,2          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Quality of student facilities (ICT, library, buildings)</b>    |              |               |              |                    |                  |              |
| Poor  | ,5           | ,2            | 1,5          | 1,9                | 2,2              | ,5           |
| Average   | 3,0          | 3,3           | 6,2          | 9,3                | 3,4              | 3,3          |
| Good  | 26,4         | 22,3          | 18,5         | 16,7               | 31,5             | 25,0         |
| Very good   | 69,1         | 73,5          | 73,8         | 64,8               | 61,8             | 70,2         |
| Do not know   | 1,0          | ,6            | ,0           | 7,4                | 1,1              | 1,0          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Quality of the course material used</b>                        |              |               |              |                    |                  |              |
| Poor  | ,1           | ,5            | 1,5          | ,0                 | 1,1              | ,3           |
| Average   | 2,0          | 4,2           | 3,1          | ,0                 | 1,1              | 2,6          |
| Good  | 28,7         | 31,4          | 30,8         | 25,9               | 32,6             | 29,6         |
| Very good   | 69,0         | 63,6          | 64,6         | 72,2               | 65,2             | 67,2         |
| Do not know   | ,1           | ,4            | ,0           | 1,9                | ,0               | ,2           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1662         | 815           | 65           | 54                 | 89               | 2685         |
| <b>Possibilities to get into contact with Dutch organisations</b> |              |               |              |                    |                  |              |
| Poor  | 8,6          | 16,6          | 13,8         | 14,8               | 7,9              | 11,2         |
| Average   | 22,8         | 31,3          | 29,2         | 20,4               | 21,3             | 25,4         |
| Good  | 36,5         | 30,4          | 35,4         | 42,6               | 39,3             | 34,9         |
| Very good   | 28,2         | 18,7          | 18,5         | 18,5               | 27,0             | 24,8         |
| Do not know   | 3,9          | 3,1           | 3,1          | 3,7                | 4,5              | 3,6          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1662         | 815           | 65           | 54                 | 89               | 2685         |

**Q22. Which of the following competencies did you develop in the NFP course?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>I developed in-depth subject knowledge in my field of expertise</b> |              |               |              |                    |                  |              |
| Not applicable   | ,4           | 1,0           | 1,5          | 3,7                | 1,1              | ,7           |
| Slightly applicable  | 5,5          | 3,6           | 3,1          | 1,9                | 3,4              | 4,7          |
| Applicable   | 36,4         | 34,0          | 27,7         | 37,0               | 36,4             | 35,5         |
| Highly applicable  | 57,6         | 61,3          | 67,7         | 57,4               | 59,1             | 59,0         |
| Do not know  | ,0           | ,1            | ,0           | ,0                 | ,0               | ,0           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I developed a critical/analytical attitude</b>                      |              |               |              |                    |                  |              |
| Not applicable   | 1,3          | ,7            | 1,5          | 1,9                | 2,3              | 1,2          |
| Slightly applicable  | 7,7          | 3,0           | 1,5          | 3,7                | 4,5              | 5,9          |
| Applicable   | 42,8         | 31,9          | 33,8         | 44,4               | 52,3             | 39,6         |
| Highly applicable  | 48,0         | 64,3          | 63,1         | 50,0               | 40,9             | 53,1         |
| Do not know  | ,2           | ,1            | ,0           | ,0                 | ,0               | ,1           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I developed my computer skills</b>                                  |              |               |              |                    |                  |              |
| Not applicable   | 29,9         | 7,5           | 12,3         | 42,6               | 20,5             | 22,6         |
| Slightly applicable  | 24,3         | 21,8          | 27,7         | 29,6               | 17,0             | 23,5         |
| Applicable   | 28,7         | 37,1          | 36,9         | 16,7               | 35,2             | 31,4         |
| Highly applicable  | 16,8         | 33,3          | 23,1         | 11,1               | 26,1             | 22,1         |
| Do not know  | ,4           | ,4            | ,0           | ,0                 | 1,1              | ,4           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned how to coach, teach and train others</b>                  |              |               |              |                    |                  |              |
| Not applicable   | 7,5          | 6,7           | 6,2          | 7,4                | 10,2             | 7,3          |
| Slightly applicable  | 19,7         | 16,7          | 10,8         | 20,4               | 14,8             | 18,4         |
| Applicable   | 38,6         | 44,2          | 50,8         | 42,6               | 35,2             | 40,5         |
| Highly applicable  | 34,0         | 32,3          | 32,3         | 27,8               | 38,6             | 33,4         |
| Do not know  | ,3           | ,1            | ,0           | 1,9                | 1,1              | ,3           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned to work in close collaboration with others</b>            |              |               |              |                    |                  |              |
| Not applicable   | 2,0          | 1,8           | 1,5          | 1,9                | 1,1              | 1,9          |
| Slightly applicable  | 7,6          | 6,5           | 9,2          | 11,1               | 10,2             | 7,5          |
| Applicable   | 38,0         | 34,5          | 43,1         | 37,0               | 36,4             | 37,0         |
| Highly applicable  | 52,3         | 57,0          | 46,2         | 50,0               | 52,3             | 53,5         |
| Do not know  | ,1           | ,1            | ,0           | ,0                 | ,0               | ,1           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1652         | 812           | 65           | 54                 | 88               | 2671         |

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>I learned about new teaching methods</b>           |              |               |              |                    |                  |              |
| Not applicable  | 6,2          | 3,3           | 4,6          | 1,9                | 5,7              | 5,2          |
| Slightly applicable                                   | 13,3         | 12,7          | 13,8         | 11,1               | 9,1              | 12,9         |
| Applicable  | 36,7         | 39,3          | 32,3         | 33,3               | 26,1             | 37,0         |
| Highly applicable                                     | 43,5         | 44,5          | 49,2         | 53,7               | 59,1             | 44,7         |
| Do not know   | ,2           | ,2            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned about new research methodologies</b>     |              |               |              |                    |                  |              |
| Not applicable  | 11,2         | 2,3           | 4,6          | 13,0               | 2,3              | 8,1          |
| Slightly applicable                                   | 19,4         | 6,2           | 4,6          | 14,8               | 22,7             | 15,0         |
| Applicable  | 36,1         | 31,0          | 24,6         | 48,1               | 35,2             | 34,5         |
| Highly applicable                                     | 32,9         | 60,2          | 66,2         | 24,1               | 39,8             | 42,0         |
| Do not know   | ,5           | ,2            | ,0           | ,0                 | ,0               | ,4           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned to value other cultures</b>              |              |               |              |                    |                  |              |
| Not applicable  | 2,4          | 1,4           | 3,1          | 5,6                | 3,4              | 2,2          |
| Slightly applicable                                   | 10,0         | 5,3           | 7,7          | 20,4               | 8,0              | 8,7          |
| Applicable  | 38,4         | 31,0          | 43,1         | 31,5               | 36,4             | 36,1         |
| Highly applicable                                     | 48,9         | 61,9          | 46,2         | 42,6               | 51,1             | 52,8         |
| Do not know   | ,2           | ,4            | ,0           | ,0                 | 1,1              | ,3           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned to plan and coordinate activities</b>    |              |               |              |                    |                  |              |
| Not applicable  | 2,3          | 2,0           | 1,5          | ,0                 | 2,3              | 2,1          |
| Slightly applicable                                   | 9,6          | 7,8           | 12,3         | 11,1               | 17,0             | 9,4          |
| Applicable  | 38,3         | 37,6          | 36,9         | 44,4               | 31,8             | 38,0         |
| Highly applicable                                     | 49,6         | 52,5          | 49,2         | 44,4               | 48,9             | 50,4         |
| Do not know   | ,1           | ,2            | ,0           | ,0                 | ,0               | ,1           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1652         | 812           | 65           | 54                 | 88               | 2671         |
| <b>I learned how to develop commercial activities</b> |              |               |              |                    |                  |              |
| Not applicable  | 27,4         | 20,6          | 26,2         | 24,1               | 14,8             | 24,8         |
| Slightly applicable                                   | 25,8         | 31,8          | 32,3         | 24,1               | 29,5             | 27,9         |
| Applicable  | 29,2         | 30,0          | 21,5         | 31,5               | 29,5             | 29,4         |
| Highly applicable                                     | 16,4         | 16,5          | 18,5         | 20,4               | 23,9             | 16,8         |
| Do not know   | 1,2          | 1,1           | 1,5          | ,0                 | 2,3              | 1,2          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                 | 1652         | 812           | 65           | 54                 | 88               | 2671         |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>Other competencies I developed, such as</b> |              |               |              |                    |                  |              |
| Not applicable                                 | 30,7         | 31,0          | 11,5         | 5,6                | 20,5             | 29,3         |
| Slightly applicable                            | 3,9          | 6,1           | 3,8          | 5,6                | ,0               | 4,4          |
| Applicable                                     | 14,5         | 14,6          | 26,9         | 16,7               | 35,9             | 15,8         |
| Highly applicable                              | 39,0         | 33,0          | 42,3         | 50,0               | 28,2             | 37,1         |
| Do not know                                    | 12,0         | 15,3          | 15,4         | 22,2               | 15,4             | 13,4         |
| <b>Total</b>                                   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                          | 567          | 261           | 26           | 18                 | 39               | 911          |

### Q23. What is your current employment status?

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Full-time employed    | 89,7         | 84,1          | 78,5         | 90,7               | 89,7             | 87,8         |
| Part-time employed    | 3,6          | 3,5           | 4,6          | 1,9                | 3,4              | 3,5          |
| Still studying        | 3,3          | 5,2           | 10,8         | 3,7                | ,0               | 3,9          |
| Volunteer/unemployed  | ,5           | 2,7           | 3,1          | ,0                 | ,0               | 1,2          |
| Self-employed         | 2,3          | 3,1           | 1,5          | 1,9                | 6,9              | 2,7          |
| Not applicable        | ,6           | 1,5           | 1,5          | 1,9                | ,0               | ,9           |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1647         | 810           | 65           | 54                 | 87               | 2663         |

### Q24. Are you currently working for the same organisation you worked for when you started your NFP education or training?

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Yes                   | 76,9         | 55,1          | 69,2         | 70,4               | 78,2             | 70,0         |
| No                    | 22,5         | 42,6          | 27,7         | 25,9               | 21,8             | 28,8         |
| Not applicable        | ,7           | 2,3           | 3,1          | 3,7                | ,0               | 1,3          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1647         | 810           | 65           | 54                 | 87               | 2663         |

### Q25. Why did you not return to the organisation you worked for when you started your NFP education or training? (Multiple response)

|   | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|---|--------------|---------------|------------|--------------------|------------------|-------|
| There was a lack of career opportunities for me in the organisation | 20,6         | 26,9          | 20,0       | 38,5               | 22,2             | 23,8  |
| My position was taken over by someone else                          | 2,7          | 10,3          | 13,3       | ,0                 | ,0               | 6,2   |
| I received a job offer from another organisation                    | 42,2         | 39,4          | 40,0       | 46,2               | 38,9             | 40,9  |

|   | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|---|--------------|---------------|------------|--------------------|------------------|-------|
| The salary was too low  | 17,4         | 21,6          | 40,0       | 23,1               | 22,2             | 20,0  |
| Due to organisational changes there was no place for me any more              | 8,3          | 15,3          | 20,0       | ,0                 | 16,7             | 11,8  |
| I decided to do another study after I completed the NFP education or training | 15,9         | 7,8           | ,0         | 7,7                | 5,6              | 11,5  |
| I decided that I wanted to work in another field or expertise                 | 25,7         | 31,9          | ,0         | 38,5               | 27,8             | 28,2  |
| Other, please specify   | 38,1         | 25,3          | 40,0       | 30,8               | 44,4             | 32,3  |
| Not applicable  | ,0           | ,0            | ,0         | ,0                 | ,0               | ,0    |
| Number of respondents   | 339          | 320           | 15         | 13                 | 18               | 705   |

**Q26. For what type of organisation do you work?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| NGO (non-governmental organisation)          | 16,1         | 15,6          | 9,1          | 19,6               | 11,5             | 15,7         |
| Government or government funded organisation | 46,5         | 45,1          | 34,5         | 35,3               | 40,2             | 45,4         |
| University or research institute             | 22,4         | 20,8          | 43,6         | 31,4               | 27,6             | 22,8         |
| Business / Private company                   | 9,7          | 11,7          | 10,9         | 11,8               | 9,2              | 10,3         |
| Other, please specify                        | 5,3          | 6,8           | 1,8          | 2,0                | 11,5             | 5,8          |
| <b>Total</b>                                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                        | 1574         | 732           | 55           | 51                 | 87               | 2499         |

**Q27. Are you currently working in your native country?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Yes                   | 93,0         | 85,1          | 84,6         | 92,6               | 94,3             | 90,4         |
| No                    | 7,0          | 14,9          | 15,4         | 7,4                | 5,7              | 9,6          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1644         | 808           | 65           | 54                 | 87               | 2658         |

**Q28. If you are not working in your native country, what was the main reason for you to move?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Did not find a suitable position                             | 4,3          | 8,4           | 10,0         | ,0                 | ,0               | 6,3          |
| Continuing further studies                                   | 58,3         | 38,7          | 20,0         | 50,0               | 20,0             | 46,6         |
| Representing public/private organisation from your native co | ,9           | ,8            | ,0           | ,0                 | ,0               | ,8           |
| Working for an international organisation                    | 5,2          | 16,8          | 10,0         | 25,0               | 40,0             | 11,9         |
| Working for a regional organisation                          | 2,6          | ,0            | ,0           | ,0                 | ,0               | 1,2          |
| Not applicable   | 7,0          | 10,1          | 30,0         | ,0                 | 20,0             | 9,5          |
| Other, please specify  | 21,7         | 25,2          | 30,0         | 25,0               | 20,0             | 23,7         |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 115          | 119           | 10           | 4                  | 5                | 253          |

**Q29. How do you assess the impact of your NFP education or training on your everyday work?**

|                                 | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Very positive                   | 68,3         | 72,1          | 73,8         | 74,1               | 60,9             | 69,5         |
| Positive                        | 29,7         | 24,8          | 23,1         | 25,9               | 35,6             | 28,1         |
| Neutral (positive nor negative) | 1,8          | 2,7           | 1,5          | ,0                 | 2,3              | 2,1          |
| Negative                        | ,0           | ,0            | ,0           | ,0                 | ,0               | ,0           |
| Very negative                   | ,1           | ,0            | 1,5          | ,0                 | 1,1              | ,1           |
| Do not know                     | ,1           | ,4            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>                    | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents           | 1642         | 807           | 65           | 54                 | 87               | 2655         |

**Q30. In what way did your NFP education or training impact your everyday work?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>I was promoted to a higher job position</b> |              |               |              |                    |                  |              |
| Not applicable                                 | 48,5         | 25,1          | 26,6         | 51,9               | 35,6             | 40,5         |
| Slightly applicable                            | 16,4         | 12,5          | 18,8         | 18,5               | 20,7             | 15,5         |
| Applicable                                     | 20,0         | 26,8          | 26,6         | 14,8               | 31,0             | 22,5         |
| Highly applicable                              | 14,5         | 34,5          | 28,1         | 14,8               | 12,6             | 20,9         |
| Do not know                                    | ,5           | 1,0           | ,0           | ,0                 | ,0               | ,6           |
| <b>Total</b>                                   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                          | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>I have been given more responsibilities</b> |              |               |              |                    |                  |              |



|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Not applicable   | 14,9         | 8,9           | 10,9         | 18,5               | 12,6             | 13,0         |
| Slightly applicable                                      | 15,8         | 9,7           | 15,6         | 14,8               | 11,5             | 13,8         |
| Applicable   | 34,2         | 31,3          | 32,8         | 29,6               | 42,5             | 33,5         |
| Highly applicable  | 34,9         | 49,3          | 40,6         | 37,0               | 33,3             | 39,4         |
| Do not know  | ,2           | ,7            | ,0           | ,0                 | ,0               | ,4           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                    | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>The NFP course increased my working motivation</b>    |              |               |              |                    |                  |              |
| Not applicable   | 1,5          | 2,4           | 4,7          | ,0                 | ,0               | 1,8          |
| Slightly applicable                                      | 5,0          | 5,8           | 7,8          | 7,4                | 4,6              | 5,4          |
| Applicable   | 34,4         | 32,7          | 26,6         | 37,0               | 33,3             | 33,7         |
| Highly applicable  | 58,9         | 58,8          | 60,9         | 55,6               | 62,1             | 59,0         |
| Do not know  | ,1           | ,4            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                    | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>The quality of my work increased</b>                  |              |               |              |                    |                  |              |
| Not applicable   | 1,1          | 2,0           | 1,6          | 1,9                | 2,3              | 1,4          |
| Slightly applicable                                      | 4,1          | 3,5           | 1,6          | 3,7                | 6,9              | 4,0          |
| Applicable   | 33,9         | 26,1          | 34,4         | 31,5               | 31,0             | 31,4         |
| Highly applicable  | 60,8         | 67,8          | 60,9         | 63,0               | 59,8             | 63,0         |
| Do not know  | ,1           | ,6            | 1,6          | ,0                 | ,0               | ,3           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                    | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>My long term career perspectives increased</b>        |              |               |              |                    |                  |              |
| Not applicable   | 4,4          | 2,9           | 1,6          | 3,7                | 5,7              | 3,9          |
| Slightly applicable                                      | 9,2          | 3,6           | 7,8          | 13,0               | 12,6             | 7,7          |
| Applicable   | 35,1         | 27,2          | 32,8         | 37,0               | 29,9             | 32,5         |
| Highly applicable  | 50,8         | 65,7          | 56,3         | 46,3               | 51,7             | 55,4         |
| Do not know  | ,5           | ,6            | 1,6          | ,0                 | ,0               | ,6           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                    | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>My employer/boss appreciates me more</b>              |              |               |              |                    |                  |              |
| Not applicable   | 10,2         | 10,9          | 10,9         | 14,8               | 6,9              | 10,4         |
| Slightly applicable                                      | 14,0         | 9,4           | 15,6         | 14,8               | 13,8             | 12,7         |
| Applicable   | 38,2         | 34,9          | 32,8         | 29,6               | 40,2             | 37,0         |
| Highly applicable  | 36,5         | 42,7          | 40,6         | 40,7               | 37,9             | 38,6         |
| Do not know  | 1,1          | 2,0           | ,0           | ,0                 | 1,1              | 1,3          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                    | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>My professional status among colleagues increased</b> |              |               |              |                    |                  |              |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Not applicable   | 5,1          | 3,1           | 3,1          | 11,1               | 4,6              | 4,5          |
| Slightly applicable  | 9,7          | 5,6           | 4,7          | 14,8               | 11,5             | 8,5          |
| Applicable   | 36,6         | 30,7          | 32,8         | 25,9               | 36,8             | 34,5         |
| Highly applicable  | 48,0         | 59,5          | 59,4         | 46,3               | 44,8             | 51,6         |
| Do not know  | ,6           | 1,1           | ,0           | 1,9                | 2,3              | ,8           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>I have become more of an advisor for my colleagues</b>        |              |               |              |                    |                  |              |
| Not applicable   | 6,3          | 4,6           | 4,7          | 9,3                | 8,0              | 5,8          |
| Slightly applicable  | 14,8         | 13,5          | 14,1         | 16,7               | 13,8             | 14,4         |
| Applicable   | 38,4         | 34,4          | 37,5         | 25,9               | 36,8             | 36,9         |
| Highly applicable  | 40,0         | 46,6          | 43,8         | 48,1               | 39,1             | 42,2         |
| Do not know  | ,5           | ,9            | ,0           | ,0                 | 2,3              | ,7           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>My self confidence increased</b>                              |              |               |              |                    |                  |              |
| Not applicable   | 1,2          | 1,7           | 1,6          | ,0                 | ,0               | 1,3          |
| Slightly applicable  | 3,2          | 2,7           | 1,6          | 5,6                | 3,4              | 3,1          |
| Applicable   | 27,8         | 20,9          | 20,3         | 29,6               | 24,1             | 25,5         |
| Highly applicable  | 67,8         | 74,2          | 76,6         | 64,8               | 72,4             | 70,0         |
| Do not know  | ,1           | ,5            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1641         | 805           | 64           | 54                 | 87               | 2651         |
| <b>I have become more competent in handling complex problems</b> |              |               |              |                    |                  |              |
| Not applicable   | 2,2          | ,7            | 1,6          | ,0                 | 2,3              | 1,7          |
| Slightly applicable  | 6,3          | 3,4           | 9,4          | 7,4                | 9,2              | 5,6          |
| Applicable   | 37,1         | 28,3          | 28,1         | 35,2               | 34,5             | 34,1         |
| Highly applicable  | 54,0         | 66,6          | 59,4         | 57,4               | 51,7             | 57,9         |
| Do not know  | ,4           | 1,0           | 1,6          | ,0                 | 2,3              | ,7           |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1641         | 805           | 64           | 54                 | 87               | 2651         |

**Q31. Did your experience one or more of the following drawbacks because of your participation in the NFP programme(s)?**

|  | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|--|--------------|---------------|------------|--------------------|------------------|-------|
| <b>I have become too highly educated for the job</b> |              |               |            |                    |                  |       |
| Not applicable                                       | 62,7         | 58,7          | 57,8       | 77,8               | 59,8             | 61,6  |
| Slightly applicable                                  | 15,1         | 13,4          | 10,9       | 5,6                | 9,2              | 14,1  |
| Applicable   | 13,7         | 16,7          | 12,5       | 13,0               | 17,2             | 14,7  |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Highly applicable  | 7,0          | 9,1           | 10,9         | 1,9                | 12,6             | 7,8          |
| Do not know  | 1,5          | 2,1           | 7,8          | 1,9                | 1,1              | 1,9          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1638         | 804           | 64           | 54                 | 87               | 2647         |
| <b>The work pressure for my colleagues increased during my absence for the NFP programme</b> |              |               |              |                    |                  |              |
| Not applicable   | 52,4         | 44,7          | 42,2         | 55,6               | 44,8             | 49,6         |
| Slightly applicable  | 28,1         | 28,0          | 28,1         | 31,5               | 28,7             | 28,2         |
| Applicable   | 13,8         | 15,4          | 12,5         | 9,3                | 13,8             | 14,2         |
| Highly applicable  | 3,7          | 7,2           | 9,4          | 3,7                | 8,0              | 5,0          |
| Do not know  | 2,0          | 4,7           | 7,8          | ,0                 | 4,6              | 3,0          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1638         | 804           | 64           | 54                 | 87               | 2647         |
| <b>Other, please specify</b>   |              |               |              |                    |                  |              |
| Not applicable   | 56,4         | 54,5          | 26,7         | 57,1               | 50,0             | 54,8         |
| Slightly applicable  | 2,3          | 2,6           | ,0           | ,0                 | ,0               | 2,1          |
| Applicable   | 6,8          | 3,2           | 13,3         | ,0                 | 7,1              | 5,9          |
| Highly applicable  | 13,1         | 12,8          | 6,7          | ,0                 | 17,9             | 12,8         |
| Do not know  | 21,4         | 26,9          | 53,3         | 42,9               | 25,0             | 24,5         |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 351          | 156           | 15           | 14                 | 28               | 564          |

**Q32 Do the impacts in general meet the expectations you had before starting the NFP education or training?**

|                                     | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-------------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Expectations were fully met         | 41,9         | 38,3          | 39,1         | 46,3               | 39,1             | 40,7         |
| Expectations were largely met       | 48,2         | 46,6          | 45,3         | 46,3               | 50,6             | 47,7         |
| Expectations were partially met     | 8,9          | 12,3          | 9,4          | 7,4                | 9,2              | 9,9          |
| Expectations were largely (not) met | ,2           | 1,7           | 3,1          | ,0                 | ,0               | ,8           |
| Do not know                         | ,8           | 1,0           | 3,1          | ,0                 | 1,1              | ,9           |
| <b>Total</b>                        | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents               | 1638         | 804           | 64           | 54                 | 87               | 2647         |

**Q33. Can you please specify which expectations were not fully met?**

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| to improve specific competences                                 | 30,6         | 39,3          | 37,8         | 48,3               | 38,5             | 34,1         |
| to improve my general knowledge                                 | 9,9          | 13,5          | 18,9         | 6,9                | 15,4             | 11,4         |
| to enhance my personal development                              | 12,4         | 12,5          | 16,2         | 3,4                | 21,2             | 12,6         |
| to help improve the quality of the services of the organisation | 23,7         | 22,7          | 32,4         | 13,8               | 21,2             | 23,3         |
| to enhance my career opportunities                              | 23,5         | 24,8          | 27,0         | 24,1               | 30,8             | 24,2         |
| to get a higher salary  | 30,8         | 30,1          | 29,7         | 20,7               | 26,9             | 30,2         |
| Other, please specify   | 16,3         | 15,6          | 18,9         | 6,9                | 17,3             | 16,0         |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 938          | 488           | 37           | 29                 | 52               | 1544         |

**Q34. Compared with your salary right before you participated in the NFP education or training, did your salary after completion of the NFP education or training change?**

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| My salary decreased                      | 1,0          | 2,2           | 1,6          | ,0                 | 2,3              | 1,4          |
| My salary did not really change          | 57,7         | 24,8          | 37,5         | 60,4               | 55,2             | 47,2         |
| My salary increased by less than 5       | 6,4          | 6,7           | 3,1          | 7,5                | 6,9              | 6,4          |
| My salary increased by between 5 and 10  | 12,3         | 14,8          | 15,6         | 9,4                | 12,6             | 13,1         |
| My salary increased by between 10 and 25 | 10,2         | 15,6          | 12,5         | 7,5                | 12,6             | 11,9         |
| My salary increased by more than 25      | 9,8          | 30,1          | 14,1         | 13,2               | 9,2              | 16,2         |
| I do not know                            | 2,6          | 5,7           | 15,6         | 1,9                | 1,1              | 3,8          |
| <b>Total</b>                             | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                    | 1635         | 803           | 64           | 53                 | 87               | 2642         |

**Q37. What kinds of impacts do you think your NFP education or training has had on the organisation you work(ed) for? Due to my NFP education or training.**

|  | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|--|--------------|---------------|------------|--------------------|------------------|-------|
| <b>...the quality of services of the organisation improved</b> |              |               |            |                    |                  |       |
| Not applicable   | 7,5          | 13,1          | 15,6       | 5,8                | 8,1              | 9,4   |
| Slightly applicable  | 17,4         | 15,5          | 17,2       | 13,5               | 17,4             | 16,7  |
| Applicable   | 46,3         | 39,4          | 39,1       | 48,1               | 46,5             | 44,0  |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Highly applicable  | 27,4         | 28,1          | 26,6         | 30,8               | 25,6             | 27,6         |
| Do not know  | 1,4          | 4,0           | 1,6          | 1,9                | 2,3              | 2,3          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...new ideas on the management of the organisation were introduced</b>                    |              |               |              |                    |                  |              |
| Not applicable   | 10,6         | 14,6          | 14,1         | 3,8                | 11,6             | 11,8         |
| Slightly applicable  | 18,4         | 16,2          | 20,3         | 21,2               | 11,6             | 17,6         |
| Applicable   | 40,5         | 37,7          | 40,6         | 46,2               | 45,3             | 39,9         |
| Highly applicable  | 29,2         | 27,5          | 23,4         | 26,9               | 30,2             | 28,6         |
| Do not know  | 1,2          | 3,9           | 1,6          | 1,9                | 1,2              | 2,1          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...new technical skills were brought into the organisation that were not there before</b> |              |               |              |                    |                  |              |
| Not applicable   | 7,2          | 11,6          | 10,9         | 1,9                | 4,7              | 8,4          |
| Slightly applicable  | 17,0         | 13,2          | 15,6         | 17,3               | 24,4             | 16,1         |
| Applicable   | 41,6         | 37,5          | 35,9         | 36,5               | 40,7             | 40,1         |
| Highly applicable  | 33,3         | 34,2          | 34,4         | 42,3               | 29,1             | 33,6         |
| Do not know  | ,9           | 3,5           | 3,1          | 1,9                | 1,2              | 1,8          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...new ideas for commercial activities for the organisation were introduced</b>           |              |               |              |                    |                  |              |
| Not applicable   | 32,8         | 32,2          | 29,7         | 21,2               | 26,7             | 32,1         |
| Slightly applicable  | 25,8         | 27,2          | 23,4         | 23,1               | 16,3             | 25,8         |
| Applicable   | 27,5         | 26,0          | 26,6         | 36,5               | 34,9             | 27,4         |
| Highly applicable  | 12,1         | 10,2          | 15,6         | 15,4               | 20,9             | 12,0         |
| Do not know  | 1,9          | 4,4           | 4,7          | 3,8                | 1,2              | 2,7          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...I contributed to solving complex problems in the organisation</b>                      |              |               |              |                    |                  |              |
| Not applicable   | 8,7          | 10,3          | 7,8          | 1,9                | 8,1              | 9,0          |
| Slightly applicable  | 19,5         | 14,6          | 12,5         | 19,2               | 20,9             | 17,9         |
| Applicable   | 40,6         | 40,4          | 53,1         | 48,1               | 40,7             | 41,0         |
| Highly applicable  | 30,1         | 31,1          | 23,4         | 28,8               | 27,9             | 30,1         |
| Do not know  | 1,1          | 3,6           | 3,1          | 1,9                | 2,3              | 2,0          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...I introduced new technics and methodologies</b>  |              |               |              |                    |                  |              |
| Not applicable   | 5,1          | 10,8          | 6,3          | 1,9                | 9,3              | 6,9          |
| Slightly applicable  | 15,8         | 11,6          | 14,1         | 21,2               | 14,0             | 14,5         |
| Applicable   | 44,5         | 41,5          | 48,4         | 38,5               | 47,7             | 43,7         |
| Highly applicable  | 34,0         | 33,1          | 29,7         | 36,5               | 29,1             | 33,5         |

|  | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|--|--------------|---------------|--------------|--------------------|------------------|--------------|
| Do not know  | ,7           | 3,0           | 1,6          | 1,9                | ,0               | 1,4          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...I contributed to a new strategy for the organisation</b>                       |              |               |              |                    |                  |              |
| Not applicable   | 10,2         | 14,8          | 10,9         | 5,8                | 10,5             | 11,5         |
| Slightly applicable  | 21,4         | 18,4          | 20,3         | 28,8               | 20,9             | 20,6         |
| Applicable   | 40,5         | 36,6          | 42,2         | 34,6               | 33,7             | 39,0         |
| Highly applicable  | 27,1         | 26,7          | 23,4         | 28,8               | 33,7             | 27,1         |
| Do not know  | ,9           | 3,5           | 3,1          | 1,9                | 1,2              | 1,8          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...the international network with institutions and colleagues abroad improved</b> |              |               |              |                    |                  |              |
| Not applicable   | 13,6         | 19,5          | 14,1         | 17,3               | 20,9             | 15,7         |
| Slightly applicable  | 22,3         | 20,6          | 23,4         | 17,3               | 12,8             | 21,4         |
| Applicable   | 34,3         | 32,6          | 28,1         | 32,7               | 31,4             | 33,5         |
| Highly applicable  | 28,4         | 24,3          | 32,8         | 28,8               | 34,9             | 27,4         |
| Do not know  | 1,4          | 3,0           | 1,6          | 3,8                | ,0               | 1,9          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...none, I left the organisation I worked for</b>                                 |              |               |              |                    |                  |              |
| Not applicable   | 87,0         | 73,8          | 65,6         | 94,2               | 86,0             | 82,6         |
| Slightly applicable  | 3,0          | 4,9           | 7,8          | ,0                 | 3,5              | 3,6          |
| Applicable   | 3,2          | 6,7           | 6,3          | 1,9                | 2,3              | 4,3          |
| Highly applicable  | 4,0          | 10,9          | 10,9         | 1,9                | 4,7              | 6,3          |
| Do not know  | 2,8          | 3,6           | 9,4          | 1,9                | 3,5              | 3,2          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |
| <b>...none, I am unemployed</b>  |              |               |              |                    |                  |              |
| Not applicable   | 93,5         | 90,2          | 79,7         | 96,2               | 91,9             | 92,2         |
| Slightly applicable  | ,6           | ,6            | 1,6          | ,0                 | 1,2              | ,6           |
| Applicable   | 1,2          | 2,6           | 4,7          | ,0                 | 2,3              | 1,8          |
| Highly applicable  | 1,2          | 2,4           | 4,7          | ,0                 | 1,2              | 1,6          |
| Do not know  | 3,4          | 4,2           | 9,4          | 3,8                | 3,5              | 3,8          |
| <b>Total</b>   | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents  | 1619         | 795           | 64           | 52                 | 86               | 2616         |

**Q38. What other impacts do you think your NFP education or training had on the organisation you work(ed) for?**

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>I introduced my colleagues to people I met during my NFP course</b>                |              |               |              |                    |                  |              |
| Not applicable  | 23,2         | 22,8          | 23,4         | 19,2               | 22,4             | 23,0         |
| Slightly applicable   | 21,3         | 20,1          | 20,3         | 25,0               | 22,4             | 21,0         |
| Applicable  | 32,4         | 34,3          | 32,8         | 26,9               | 24,7             | 32,7         |
| Highly applicable   | 22,8         | 21,3          | 23,4         | 28,8               | 30,6             | 22,7         |
| Do not know   | ,3           | 1,5           | ,0           | ,0                 | ,0               | ,7           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1615         | 793           | 64           | 52                 | 85               | 2609         |
| <b>I became a serious discussion partner for other staff</b>                          |              |               |              |                    |                  |              |
| Not applicable  | 10,2         | 11,2          | 9,4          | 11,5               | 15,3             | 10,7         |
| Slightly applicable   | 20,1         | 16,8          | 31,3         | 19,2               | 15,3             | 19,2         |
| Applicable  | 42,6         | 43,3          | 34,4         | 44,2               | 43,5             | 42,7         |
| Highly applicable   | 25,9         | 26,9          | 25,0         | 23,1               | 24,7             | 26,1         |
| Do not know   | 1,3          | 1,9           | ,0           | 1,9                | 1,2              | 1,5          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1615         | 793           | 64           | 52                 | 85               | 2609         |
| <b>I shared important knowledge and skills with my colleagues</b>                     |              |               |              |                    |                  |              |
| Not applicable  | ,8           | 4,2           | 3,1          | 1,9                | 1,2              | 1,9          |
| Slightly applicable   | 4,8          | 5,4           | 1,6          | 5,8                | 5,9              | 4,9          |
| Applicable  | 37,2         | 38,1          | 35,9         | 40,4               | 43,5             | 37,7         |
| Highly applicable   | 57,1         | 51,1          | 57,8         | 51,9               | 49,4             | 54,9         |
| Do not know   | ,2           | 1,3           | 1,6          | ,0                 | ,0               | ,5           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1615         | 793           | 64           | 52                 | 85               | 2609         |
| <b>I became a leader in the organisation</b>  |              |               |              |                    |                  |              |
| Not applicable  | 23,6         | 19,2          | 15,6         | 25,0               | 21,2             | 22,0         |
| Slightly applicable   | 25,9         | 26,0          | 39,1         | 25,0               | 24,7             | 26,2         |
| Applicable  | 32,3         | 32,2          | 28,1         | 25,0               | 34,1             | 32,1         |
| Highly applicable   | 17,5         | 20,4          | 15,6         | 25,0               | 20,0             | 18,6         |
| Do not know   | ,7           | 2,3           | 1,6          | ,0                 | ,0               | 1,1          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1615         | 793           | 64           | 52                 | 85               | 2609         |
| <b>My NFP experience stimulated other staff to apply for NFP or other fellowships</b> |              |               |              |                    |                  |              |
| Not applicable  | 4,1          | 6,9           | 6,3          | 11,5               | 10,6             | 5,4          |
| Slightly applicable   | 10,5         | 9,6           | 7,8          | 15,4               | 17,6             | 10,5         |
| Applicable  | 29,7         | 30,5          | 42,2         | 21,2               | 32,9             | 30,2         |
| Highly applicable   | 54,8         | 51,2          | 43,8         | 48,1               | 38,8             | 52,8         |
| Do not know   | ,9           | 1,8           | ,0           | 3,8                | ,0               | 1,1          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |

|                              | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|------------------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Number of respondents        | 1615         | 793           | 64           | 52                 | 85               | 2609         |
| <b>Other, please specify</b> |              |               |              |                    |                  |              |
| Not applicable               | 58,9         | 61,4          | 21,1         | 80,0               | 66,7             | 59,4         |
| Slightly applicable          | 1,6          | 2,4           | 10,5         | 6,7                | ,0               | 2,1          |
| Applicable                   | 8,0          | 5,7           | 5,3          | ,0                 | 13,3             | 7,3          |
| Highly applicable            | 15,3         | 12,9          | 21,1         | ,0                 | 3,3              | 13,9         |
| Do not know                  | 16,2         | 17,6          | 42,1         | 13,3               | 16,7             | 17,3         |
| <b>Total</b>                 | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents        | 438          | 210           | 19           | 15                 | 30               | 712          |

**Q39. Could there have been more impacts of your NFP education or training for the organisation?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Yes                   | 71,5         | 62,5          | 67,2         | 65,4               | 75,3             | 68,7         |
| No                    | 12,8         | 14,2          | 10,9         | 11,5               | 9,4              | 13,1         |
| Do not know           | 15,7         | 23,2          | 21,9         | 23,1               | 15,3             | 18,2         |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1615         | 793           | 64           | 52                 | 85               | 2609         |

**Q40. When could there have been more impacts for the organisation?**

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| If the education or training had been better tuned to the needs of the organisation | 24,4         | 27,4          | 26,2         | 8,8                | 44,4             | 25,7         |
| If the quality of the education or training would have been better                  | 10,6         | 13,6          | 28,6         | 5,9                | 11,1             | 11,8         |
| If I had shared more of the knowledge and skills gained with my colleagues          | 26,7         | 26,7          | 40,5         | 14,7               | 28,6             | 26,9         |
| If more refresher courses were organised  | 64,8         | 64,6          | 50,0         | 64,7               | 77,8             | 64,9         |
| If more of my colleagues were given the opportunity to attend the NFP programmes    | 61,6         | 60,5          | 52,4         | 64,7               | 50,8             | 60,7         |
| Other, please specify   | 13,0         | 12,6          | 11,9         | 5,9                | 9,5              | 12,6         |
| Do not know   | ,0           | ,0            | ,0           | ,0                 | ,0               | ,0           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1142         | 486           | 42           | 34                 | 63               | 1767         |



**Q41. To what extent do you still maintain contact with people or organisations you met or contacted during your NFP course?**

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| <b>With trainers/trainers/professors/supervisors</b>        |              |               |              |                    |                  |              |
| Not at all  | 15,8         | 10,1          | 9,4          | 23,1               | 14,1             | 14,0         |
| To a limited extent   | 40,5         | 40,3          | 23,4         | 36,5               | 45,9             | 40,1         |
| To a considerable extent                                    | 29,7         | 33,4          | 32,8         | 26,9               | 20,0             | 30,6         |
| To a large extent   | 13,4         | 15,1          | 32,8         | 11,5               | 18,8             | 14,5         |
| Not applicable  | ,6           | 1,1           | 1,6          | 1,9                | 1,2              | ,8           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                       | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With fellow NFP students</b>                             |              |               |              |                    |                  |              |
| Not at all  | 3,3          | 1,5           | 3,1          | 9,6                | 3,5              | 2,9          |
| To a limited extent   | 19,9         | 17,3          | 31,3         | 28,8               | 30,6             | 19,9         |
| To a considerable extent                                    | 39,4         | 43,2          | 37,5         | 44,2               | 36,5             | 40,5         |
| To a large extent   | 37,1         | 37,3          | 26,6         | 17,3               | 29,4             | 36,3         |
| Not applicable  | ,4           | ,6            | 1,6          | ,0                 | ,0               | ,5           |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                       | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With other Dutch students</b>                            |              |               |              |                    |                  |              |
| Not at all  | 46,4         | 35,4          | 32,8         | 46,2               | 41,2             | 42,5         |
| To a limited extent   | 24,6         | 31,6          | 34,4         | 19,2               | 18,8             | 26,7         |
| To a considerable extent                                    | 12,7         | 20,5          | 21,9         | 15,4               | 21,2             | 15,6         |
| To a large extent   | 4,8          | 6,6           | 4,7          | 5,8                | 7,1              | 5,5          |
| Not applicable  | 11,5         | 5,8           | 6,3          | 13,5               | 11,8             | 9,7          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                       | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With other foreign students, other than NFP students</b> |              |               |              |                    |                  |              |
| Not at all  | 27,2         | 15,6          | 7,8          | 40,4               | 29,4             | 23,5         |
| To a limited extent   | 26,5         | 28,9          | 35,9         | 21,2               | 25,9             | 27,3         |
| To a considerable extent                                    | 25,1         | 32,7          | 34,4         | 19,2               | 25,9             | 27,6         |
| To a large extent   | 14,1         | 20,0          | 18,8         | 9,6                | 12,9             | 15,9         |
| Not applicable  | 7,1          | 2,9           | 3,1          | 9,6                | 5,9              | 5,7          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents                                       | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With other local people I met in the Netherlands</b>     |              |               |              |                    |                  |              |
| Not at all  | 37,2         | 22,0          | 21,9         | 36,5               | 32,9             | 32,1         |
| To a limited extent   | 25,2         | 30,4          | 29,7         | 21,2               | 29,4             | 26,9         |
| To a considerable extent                                    | 19,3         | 26,8          | 28,1         | 23,1               | 18,8             | 21,9         |
| To a large extent   | 10,4         | 17,3          | 14,1         | 9,6                | 9,4              | 12,6         |
| Not applicable  | 7,9          | 3,4           | 6,3          | 9,6                | 9,4              | 6,6          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |

|   | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|---|--------------|---------------|--------------|--------------------|------------------|--------------|
| Number of respondents   | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With businesses I contacted during my NFP course</b>               |              |               |              |                    |                  |              |
| Not at all  | 61,6         | 56,2          | 51,6         | 57,7               | 60,0             | 59,6         |
| To a limited extent   | 14,8         | 20,9          | 17,2         | 19,2               | 15,3             | 16,8         |
| To a considerable extent  | 7,2          | 6,8           | 10,9         | 5,8                | 7,1              | 7,1          |
| To a large extent   | 2,1          | 2,3           | 6,3          | 3,8                | 7,1              | 2,5          |
| Not applicable  | 14,3         | 13,8          | 14,1         | 13,5               | 10,6             | 14,0         |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With government organisations I contacted during my NFP course</b> |              |               |              |                    |                  |              |
| Not at all  | 50,5         | 51,0          | 43,8         | 40,4               | 42,4             | 50,0         |
| To a limited extent   | 22,5         | 24,4          | 21,9         | 28,8               | 23,5             | 23,2         |
| To a considerable extent  | 11,8         | 10,0          | 9,4          | 13,5               | 14,1             | 11,3         |
| To a large extent   | 4,0          | 3,8           | 10,9         | 3,8                | 9,4              | 4,3          |
| Not applicable  | 11,2         | 10,8          | 14,1         | 13,5               | 10,6             | 11,1         |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1611         | 790           | 64           | 52                 | 85               | 2602         |
| <b>With other organisations I contacted during my NFP course</b>      |              |               |              |                    |                  |              |
| Not at all  | 46,9         | 43,0          | 34,4         | 34,6               | 48,2             | 45,2         |
| To a limited extent   | 25,6         | 29,1          | 26,6         | 26,9               | 20,0             | 26,6         |
| To a considerable extent  | 14,0         | 13,7          | 23,4         | 23,1               | 14,1             | 14,3         |
| To a large extent   | 4,0          | 4,7           | 7,8          | 3,8                | 9,4              | 4,5          |
| Not applicable  | 9,4          | 9,5           | 7,8          | 11,5               | 8,2              | 9,4          |
| <b>Total</b>  | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents   | 1611         | 790           | 64           | 52                 | 85               | 2602         |

**Q42. What is the main content of these contacts? (Multiple response)**

|   | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|---|--------------|---------------|------------|--------------------|------------------|-------|
| Only socially / human interest                        | 62,5         | 68,2          | 49,2       | 56,3               | 54,8             | 63,5  |
| Sharing technical advice                              | 62,5         | 57,8          | 52,5       | 58,3               | 64,3             | 60,8  |
| Asking advice   | 40,8         | 46,4          | 45,9       | 41,7               | 40,5             | 42,6  |
| Entrepreneurial opportunities                         | 17,8         | 17,6          | 14,8       | 18,8               | 25,0             | 17,9  |
| Work content related                                  | 44,3         | 42,8          | 34,4       | 50,0               | 46,4             | 43,8  |
| Future cooperation with the organisation you work for | 37,5         | 35,1          | 47,5       | 45,8               | 42,9             | 37,3  |
| Other, please specify                                 | 4,7          | 5,3           | 4,9        | 2,1                | 2,4              | 4,8   |
| Not applicable  | ,0           | ,0            | ,0         | ,0                 | ,0               | ,0    |
| Number of respondents                                 | 1577         | 773           | 61         | 48                 | 84               | 2543  |

**Q43. Did you participate in a refresher course?**

|                       | Total        |
|-----------------------|--------------|
| Yes                   | 19,4         |
| No                    | 79,3         |
| Do not know           | 1,3          |
| <b>Total</b>          | <b>100,0</b> |
| Number of respondents | 2601         |

**Q44. What do you consider to be the main value of refresher course (Multiple response)**

|   | Short Course | Master Course | PhD Course | Tailor-made Course | Refresher Course | Total |
|---|--------------|---------------|------------|--------------------|------------------|-------|
| upgrade of knowledge and skills acquired in my earlier NFP course | 83,9         | 80,7          | 72,2       | 95,0               | 71,2             | 81,4  |
| discussing practical problems I encounter in my daily work        | 59,1         | 57,3          | 55,6       | 60,0               | 59,3             | 58,5  |
| asking advice on practical problems I encounter in my daily work  | 29,9         | 28,7          | 27,8       | 30,0               | 49,2             | 31,7  |
| catching up with the newest technics and methodologies            | 68,1         | 71,3          | 66,7       | 60,0               | 61,0             | 67,9  |
| strengthen business and academic contacts in the Netherlands      | 13,8         | 18,7          | 16,7       | 15,0               | 16,9             | 15,8  |
| strengthen social contacts in the Netherlands                     | 10,2         | 8,7           | 5,6        | 15,0               | 3,4              | 9,0   |
| Other, please specify   | ,8           | 4,0           | ,0         | ,0                 | 1,7              | 1,8   |
| None of the above   | ,0           | ,0            | ,0         | ,0                 | ,0               | ,0    |
| Number of respondents   | 254          | 150           | 18         | 20                 | 59               | 501   |

**Q45. All in all, how satisfied are you with the NFP course you followed?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Highly satisfied      | 68,1         | 64,0          | 60,9         | 65,4               | 57,6             | 66,3         |
| Satisfied             | 29,0         | 31,6          | 28,1         | 34,6               | 36,5             | 30,1         |
| Moderate satisfied    | 2,5          | 3,5           | 9,4          | ,0                 | 4,7              | 3,0          |
| Not at all satisfied  | ,1           | ,8            | 1,6          | ,0                 | 1,2              | ,3           |
| Do not know           | ,2           | ,1            | ,0           | ,0                 | ,0               | ,2           |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1608         | 789           | 64           | 52                 | 85               | 2598         |

**Q46. To what extent is your employer satisfied with the NFP course you followed?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Highly satisfied      | 45,3         | 42,1          | 45,3         | 38,5               | 34,1             | 43,8         |
| Satisfied             | 43,8         | 39,7          | 35,9         | 44,2               | 47,1             | 42,5         |
| Moderate satisfied    | 4,6          | 4,2           | 7,8          | 1,9                | 12,9             | 4,8          |
| Not at all satisfied  | ,2           | ,8            | 3,1          | ,0                 | ,0               | ,5           |
| Do not know           | 6,0          | 13,3          | 7,8          | 15,4               | 5,9              | 8,5          |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1608         | 789           | 64           | 52                 | 85               | 2598         |

**Q47. Would you advise colleagues of you to follow an NFP course?**

|                       | Short Course | Master Course | PhD Course   | Tailor-made Course | Refresher Course | Total        |
|-----------------------|--------------|---------------|--------------|--------------------|------------------|--------------|
| Yes, certainly        | 96,5         | 92,8          | 85,9         | 100,0              | 92,9             | 95,1         |
| Yes, probably         | 3,4          | 6,6           | 12,5         | ,0                 | 7,1              | 4,6          |
| No, probably not      | ,1           | ,4            | ,0           | ,0                 | ,0               | ,2           |
| No, definitely not    | ,0           | ,3            | 1,6          | ,0                 | ,0               | ,1           |
| Not applicable        | ,1           | ,0            | ,0           | ,0                 | ,0               | ,0           |
| <b>Total</b>          | <b>100,0</b> | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>       | <b>100,0</b>     | <b>100,0</b> |
| Number of respondents | 1608         | 789           | 64           | 52                 | 85               | 2598         |

## Annex 5 Results of the NFP employers questionnaire

### Q1. Do you know whether staff of your organisation participated in the Netherlands Fellowship Programme (NFP)? (N=220)

|   | % respondents |
|---|---------------|
| Yes, I am well informed about this                      | 81,4          |
| Yes, I have heard about it, but do not know the details | 12,7          |
| No, I am not informed about this                        | 5,9           |
| <b>Total</b>  | <b>100,0</b>  |

### Q2. To what extent was a manager in the organisation involved in the decision making of staff to subscribe or enrol into the NFP programme? (N=201)

|  | % respondents |
|--|---------------|
| (In general) Closely involved in the decision making | 75,1          |
| (In general) Only formally/indirectly involved       | 17,4          |
| (In general) Informed after the decision was taken   | 6,0           |
| (In general) Not informed at all                     | 1,0           |
| Do not know  | ,5            |
| <b>Total</b>   | <b>100,0</b>  |

### Q3. In which NFP education and training did staff of your organisation participate? (multiple options possible) (N=258)

|   | % of Cases |
|---|------------|
| Individual fellowships for master's degree programmes | 35,2       |
| Individual fellowships for PhD studies                | 4,0        |
| Individual fellowships for short courses              | 73,9       |
| Tailor made training course (group training)          | 7,5        |
| Refresher courses (group training)                    | 7,5        |
| Do not (exactly) know                                 | 1,5        |

### Q4. In the period 2002-2010: How many staff participated in the following NFP education or training?

|              | Short courses | Master course | PhD course   | Tailor-made training | Refresher course |
|--------------|---------------|---------------|--------------|----------------------|------------------|
| 1            | 67,2          | 51,6          | 80,0         | 28,6                 | 58,3             |
| 2            | 12,5          | 18,8          | ,0           | 7,1                  | 16,7             |
| 3            | 8,6           | 12,5          | ,0           | ,0                   | ,0               |
| 4            | 2,3           | 4,7           | ,0           | 28,6                 | ,0               |
| >4           | 9,4           | 12,5          | 20,0         | 35,7                 | 25,0             |
| <b>Total</b> | <b>100,0</b>  | <b>100,0</b>  | <b>100,0</b> | <b>100,0</b>         | <b>100,0</b>     |

**Q4. In the period 2002-2010: How many staff participated in the following NFP education or training? (Means)**

|       | Short courses | Master course | PhD course | Tailor-made training | Refresher course |
|-------|---------------|---------------|------------|----------------------|------------------|
| Staff | 2,12          | 2,52          | 1,80       | 12,93                | 2,67             |

**Q5. When was the last time staff of your organisation participated in an NFP education or training? (N=192)**

|                       | % respondents |
|-----------------------|---------------|
| 2002                  | ,5            |
| 2003                  | ,5            |
| 2004                  | 1,0           |
| 2005                  | 2,1           |
| 2006                  | 4,2           |
| 2007                  | 3,6           |
| 2008                  | 7,8           |
| 2009                  | 21,9          |
| 2010                  | 30,7          |
| 2011                  | 19,3          |
| 2012                  | 4,2           |
| Do not know           | 2,6           |
| Other, please specify | 1,6           |
| <b>Total</b>          | <b>100,0</b>  |

**Q6. What strategies does your organisation normally apply to respond to shortages in skilled manpower in the organisation? (N=184)**

|  | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|--|----------------|---------------------|------------|-------------------|-------------|-------|
| Cancelling requests for (more) work                          | 58,7           | 22,3                | 11,4       | 1,1               | 6,5         | 100,0 |
| More efficient organisation of work                          | 7,1            | 13,6                | 51,1       | 23,9              | 4,3         | 100,0 |
| Outsourcing of work  | 26,6           | 33,7                | 28,3       | 7,6               | 3,8         | 100,0 |
| Facilitating off-the-job education or training               | 4,9            | 16,3                | 50,0       | 28,3              | ,5          | 100,0 |
| In-company training of staff                                 | 3,3            | 9,8                 | 44,0       | 42,4              | ,5          | 100,0 |
| Recruitment of qualified staff from outside the organisation | 9,8            | 18,5                | 47,3       | 23,9              | ,5          | 100,0 |

**Q7. To what extent do the following statements apply to your organisation? (N=181)**

|   | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|---|----------------|---------------------|------------|-------------------|-------------|-------|
| Due to the salary levels in our organisation, we have difficulties attracting and retaining skilled staff | 21,0           | 27,1                | 28,7       | 19,9              | 3,3         | 100,0 |
| Decisions about further education of staff are based on education and training needs of the organisation  | 4,4            | 9,9                 | 45,9       | 38,7              | 1,1         | 100,0 |
| Our organisation has its own budget for education and training of staff                                   | 28,7           | 41,4                | 24,9       | 3,3               | 1,7         | 100,0 |
| Our organisation actively encourages staff to enrol into international fellowship programmes              | 1,1            | 8,3                 | 34,8       | 54,7              | 1,1         | 100,0 |
| Our organisation actively encourages staff to obtain further education or training                        | ,0             | 2,8                 | 22,7       | 73,5              | 1,1         | 100,0 |

**Q8. What were the main reasons for your organisation to allow staff to participate in NFP education or training? (N=181)**

|   | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|---|----------------|---------------------|------------|-------------------|-------------|-------|
| To enhance innovation in the organisation   | ,6             | 2,8                 | 28,9       | 66,1              | 1,7         | 100,0 |
| To (further) develop an international network with institutions and colleagues abroad | 4,4            | 17,7                | 32,0       | 44,8              | 1,1         | 100,0 |
| To improve the quality of services of the organisation                                | ,0             | 2,2                 | 21,0       | 75,7              | 1,1         | 100,0 |
| To reduce shortages of relevant expertise in the organisation                         | 5,5            | 6,6                 | 38,7       | 47,5              | 1,7         | 100,0 |
| To retain staff for the organisation  | 8,3            | 14,4                | 42,5       | 33,1              | 1,7         | 100,0 |
| To reduce manpower shortages in a specific position                                   | 17,7           | 18,8                | 29,8       | 31,5              | 2,2         | 100,0 |
| To improve the quality of staff   | ,0             | 1,1                 | 18,2       | 79,6              | 1,1         | 100,0 |

**Q9. How do you rate the impacts of the NFP education and training on the organisation? (N=179)**

|   | No impact | Low impact | Moderate impact | High impact | Do not know | Total |
|---|-----------|------------|-----------------|-------------|-------------|-------|
| Willingness among other staff to enrol into similar education or training | 2,2       | 2,8        | 29,1            | 63,7        | 2,2         | 100,0 |
| Enhanced working motivation among participating staff                     | 2,2       | 3,9        | 30,7            | 59,8        | 3,4         | 100,0 |
| Introduction of new technologies in the organisation                      | 4,5       | 8,9        | 34,6            | 48,0        | 3,9         | 100,0 |
| Improved international network with institutions and colleagues abroad    | 5,6       | 18,4       | 31,8            | 41,9        | 2,2         | 100,0 |
| Improved management of the organisation                                   | 5,0       | 6,7        | 30,7            | 54,7        | 2,8         | 100,0 |
| Improved quality of services of the organisation                          | 2,2       | 3,4        | 25,1            | 65,9        | 3,4         | 100,0 |
| Retained staff for the organisation                                       | 8,9       | 13,4       | 35,8            | 38,0        | 3,9         | 100,0 |
| Improved relevant expertise in the organisation                           | 1,7       | 3,4        | 24,6            | 67,0        | 3,4         | 100,0 |
| Reduced manpower shortages in specific position(s)                        | 8,9       | 15,6       | 39,7            | 31,3        | 4,5         | 100,0 |
| Improved quality of staff   | 1,1       | 1,1        | 20,1            | 73,7        | 3,9         | 100,0 |

**Q11. Did your organisation experience one or more of the following drawbacks because of staff participating in the NFP programme(s)? (N=174)**

|  | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|--|----------------|---------------------|------------|-------------------|-------------|-------|
| Staff having become over-educated for their work                                   | 73,6           | 10,9                | 7,5        | 3,4               | 4,6         | 100,0 |
| Reduced work motivation among NFP alumni   | 74,1           | 16,1                | 3,4        | 2,3               | 4,0         | 100,0 |
| Increased work pressure for other colleagues                                       | 28,2           | 43,1                | 22,4       | 3,4               | 2,9         | 100,0 |
| Serious capacity problems in the organisation due to absence of NFP participant(s) | 45,4           | 37,9                | 9,8        | 4,6               | 2,3         | 100,0 |

**Q12. Could the NFP education or training of your staff have had more impacts on the organisation if certain elements had been differently organised? (N=174)**

|              | % respondents |
|--------------|---------------|
| Yes          | 37,9          |
| No           | 18,4          |
| Do not know  | 43,7          |
| <b>Total</b> | <b>100,0</b>  |



**Q13. In what way could the NFP education and training of your staff have had more impact on the organisation? (N=238) (Multiple response)**

|   | % respondents |
|---|---------------|
| If the education or training had been better tuned to the needs of the organisation             | 50,0          |
| If the organisation had been more involved in the selection of candidates                       | 22,7          |
| If the education or training had been more embedded in our training policy                      | 34,8          |
| If the NFP participant(s) would have communicated better on the content of the course/programme | 34,8          |
| If the quality of the courses/programmes would have been better                                 | 25,8          |
| If more staff of the organisation could attend the NFP programme                                | 84,8          |
| If more refresher courses were organised  | 51,5          |
| If the transfer of NFP knowledge to other staff in the organisation had been better organised   | 43,9          |
| Other, please specify   | 12,1          |

**Q14. To what extent does your organisation have contacts with the NFP education or training institute(s) or other organisations in the Netherlands? (N=174)**

|  | Regularly | Occasionally | Rarely | Never | Do not know | Total |
|--|-----------|--------------|--------|-------|-------------|-------|
| with another university or research institute in the Netherlands | 13,2      | 23,0         | 31,0   | 23,6  | 9,2         | 100,0 |
| with non-governmental organisations in the Netherlands           | 12,1      | 19,5         | 32,2   | 27,0  | 9,2         | 100,0 |
| with private companies   | 5,2       | 16,7         | 25,3   | 40,8  | 12,1        | 100,0 |
| with public bodies (ministries, municipalities)                  | 9,2       | 16,1         | 21,8   | 43,7  | 9,2         | 100,0 |
| with the NFP education or training institute                     | 21,3      | 35,1         | 21,8   | 14,9  | 6,9         | 100,0 |

**Q.15 All in all, how useful was the content of this NFP education or training for your organisation? (N=174)**

|                   | % respondents |
|-------------------|---------------|
| Very useful       | 68,4          |
| Useful            | 24,7          |
| Slightly useful   | 2,9           |
| Not useful at all | ,6            |
| Do not know       | 3,4           |
| <b>Total</b>      | <b>100,0</b>  |

**Q16. How do you rate the staff turnover among staff that participated in NFP education or training compared to the average staff turnover in your organisation? (N=174)**

|                              | % respondents |
|------------------------------|---------------|
| Above average staff turnover | 29,3          |
| Average staff turnover       | 36,2          |
| Below average staff turnover | 21,8          |
| Do not know                  | 12,6          |
| <b>Total</b>                 | <b>100,0</b>  |

**Q17. Did staff that participated in NFP education or training also participate in a so-called refresher course? (N=173)**

|              | % respondents |
|--------------|---------------|
| Yes          | 17,9          |
| No           | 69,4          |
| Do not know  | 12,7          |
| <b>Total</b> | <b>100,0</b>  |

**Q18. Was this refresher course useful for your organisation? (N=31)**

|                 | % respondents |
|-----------------|---------------|
| Very useful     | 74,2          |
| Useful          | 19,4          |
| Slightly useful | 6,5           |
| <b>Total</b>    | <b>100,0</b>  |

**Q19. What do you consider to be the main value of the NFP refresher course? (N=31)**

|  | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|--|----------------|---------------------|------------|-------------------|-------------|-------|
| Strengthen social contacts in the Netherlands                      | 6,5            | 19,4                | 54,8       | 16,1              | 3,2         | 100,0 |
| Strengthen business and academic contacts in the Netherlands       | 3,2            | 22,6                | 58,1       | 12,9              | 3,2         | 100,0 |
| Catching up with the newest technologies and methodologies         | ,0             | 9,7                 | 35,5       | 54,8              | ,0          | 100,0 |
| Opportunity for discussing practical problems                      | ,0             | 3,2                 | 45,2       | 51,6              | ,0          | 100,0 |
| Upgrade of knowledge and skills acquired in the earlier NFP course | ,0             | ,0                  | 38,7       | 58,1              | 3,2         | 100,0 |

**Q20. To what extent does your organisation still experience shortages of skilled manpower? (N=173)**

|  | Not applicable | Slightly applicable | Applicable | Highly applicable | Do not know | Total |
|--|----------------|---------------------|------------|-------------------|-------------|-------|
| There is still a shortage of staff in specific position(s)       | 9,2            | 24,3                | 41,0       | 22,0              | 3,5         | 100,0 |
| There is still a lack of specific expertise in the organisation  | 4,6            | 24,3                | 33,5       | 34,7              | 2,9         | 100,0 |
| Further improvement of staff quality is required in all respects | 4,0            | 15,6                | 39,9       | 38,7              | 1,7         | 100,0 |

**Q21. In the future, do you still intend to support staff of your organisation to participate in NFP education or training? (N=173)**

|                  | % respondents |
|------------------|---------------|
| Yes, certainly   | 93,1          |
| Yes, probably    | 4,6           |
| No, probably not | 1,2           |
| Do not know      | 1,2           |
| <b>Total</b>     | <b>100,0</b>  |

**Q24. In which country is your organisation located? (N=172)**

|                                  | % respondents |
|----------------------------------|---------------|
| Armenia                          | 4,1           |
| Bangladesh                       | 2,3           |
| Bhutan                           | ,6            |
| Bolivia                          | 1,2           |
| Burkina Faso                     | ,6            |
| Burundi                          | ,6            |
| Cambodia                         | ,6            |
| Colombia                         | ,6            |
| Costa Rica                       | 1,2           |
| Democratic Republic of the Congo | ,6            |
| Ecuador                          | 1,2           |
| Ethiopia                         | 4,7           |
| Georgia                          | 4,1           |
| Ghana                            | 5,8           |
| Guatemala                        | ,6            |
| Honduras                         | 1,2           |
| India                            | 5,8           |
| Indonesia                        | 2,9           |
| Kenya                            | 3,5           |
| Mali                             | 1,2           |
| Moldova                          | 1,7           |
| Namibia                          | ,6            |
| Nepal                            | 7,6           |

|                       | % respondents |
|-----------------------|---------------|
| Nigeria               | 11,6          |
| Pakistan              | 2,3           |
| Peru                  | 1,2           |
| Philippines           | 4,1           |
| Rwanda                | 2,3           |
| South Africa          | 1,2           |
| Sudan                 | 2,3           |
| Tanzania              | 9,3           |
| Thailand              | ,6            |
| Uganda                | 3,5           |
| Vietnam               | 1,7           |
| Yemen                 | ,6            |
| Zambia                | 4,7           |
| Zimbabwe              | 1,2           |
| Other, please specify | ,6            |
| <b>Total</b>          | <b>100,0</b>  |

**Q25. What position do you have in the organisation? (N=172)**

|                          | % respondents |
|--------------------------|---------------|
| Minister/State secretary | 1,2           |
| Director/CEO             | 37,8          |
| Manager/Head of unit     | 29,1          |
| Senior staff member      | 14,5          |
| Professor                | ,6            |
| Teacher/trainer          | 1,7           |
| Owner of the company     | 1,2           |
| Other, please specify    | 13,4          |
| Not applicable           | ,6            |
| <b>Total</b>             | <b>100,0</b>  |

**Q26. In which sector(s) is your organisation active? (multiple options possible) (N=381)**

|   | % of Cases |
|---|------------|
| Agriculture, forestry and fishing                                     | 34,3       |
| Mining and quarrying  | 2,3        |
| Manufacturing   | 1,2        |
| Electricity, gas, steam and air conditioning supply                   | 2,3        |
| Water supply; sewerage, waste management and remediation activities   | 18,6       |
| Construction  | 6,4        |
| Wholesale and retail trade; repair of motor vehicles and motorcycles  | 1,2        |
| Transportation and storage  | 1,7        |
| Accommodation and food service activities (hotels, restaurants, etc.) | 1,7        |
| Information and communication   | 8,7        |
| Financial institutions  | 2,9        |

|  | % of Cases |
|--|------------|
| Consultancy, research and other specialised business services              | 19,8       |
| Public administration, public services                                     | 12,8       |
| Education  | 24,4       |
| Human health and social work activities                                    | 14,0       |
| Culture, sports and recreation   | 3,5        |
| Other service activities   | 2,9        |
| Extraterritorial organisations and bodies (e.g. IMF, WorldBank, WTO, OPEC) | ,6         |
| Non-governmental organisation  | 37,2       |
| Other, please specify  | 23,8       |
| Do not know  | 1,2        |

**Q27. What type of organisation is your organisation? (N=172)**

|  | % respondents |
|--|---------------|
| NGO (non-governmental organisation)          | 39,0          |
| Government or government funded organisation | 30,2          |
| University or research institute             | 9,3           |
| Business/Private company                     | 17,4          |
| Other, please specify                        | 2,9           |
| Do not know                                  | 1,2           |
| <b>Total</b>                                 | <b>100,0</b>  |

**Q28. How many employees does your organisation have? (N=171)**

|              | % respondents |
|--------------|---------------|
| <20          | 33,9          |
| 20-40        | 17,0          |
| 40-100       | 18,1          |
| 100-500      | 14,0          |
| >500         | 17,0          |
| <b>Total</b> | <b>100,0</b>  |

**Q28. How many employees does your organisation have? (N=171)**

|   | Mean   |
|---|--------|
| How many employees does your organisation have? | 398,99 |

**Q29. Did you ever participate in an NFP education or training yourself? (N=171)**

|              | % respondents |
|--------------|---------------|
| Yes          | 31,0          |
| No           | 67,8          |
| Do not know  | 1,2           |
| <b>Total</b> | <b>100,0</b>  |

**Q30. In which type of NFP education and training did you participate? (multiple options possible) (N=63)**

|                      | % respondents |
|----------------------|---------------|
| Master course        | 25,9          |
| PhD course           | 3,7           |
| Short course         | 74,1          |
| Tailor-made training | 5,6           |
| Refresher course     | 7,4           |

**Q31. In which year did you finish your (last) NFP education or training? (N=53)**

|                       | % respondents |
|-----------------------|---------------|
| 1991                  | 1,9           |
| 1993                  | 1,9           |
| 1997                  | 3,8           |
| 1998                  | 3,8           |
| 1999                  | 1,9           |
| 2002                  | 1,9           |
| 2003                  | 3,8           |
| 2004                  | 1,9           |
| 2005                  | 3,8           |
| 2007                  | 5,7           |
| 2008                  | 3,8           |
| 2009                  | 17,0          |
| 2010                  | 35,8          |
| 2011                  | 9,4           |
| Other, please specify | 3,8           |
| <b>Total</b>          | <b>100,0</b>  |

# Country reports





# Country report Bangladesh

## Introduction

Below findings are presented in relation to the Dutch Fellowship Programme as this has been implemented in Bangladesh over the years 2002 - 2010. A total of 46 fellowships have been awarded over that period. Within the context of the study interviews have been conducted in nine organisations where both employers as well alumni have been seen. The interviews have taken place from December 12th until December 21st and have been conducted by Clemens Romijn en Golam Rabani, a local consultant operating from Dhaka, Bangladesh. A full overview of the organisations visited and persons interviewed is given in Appendix A.

Presented will be:

- the country context in general as well as in relation to higher education and other fellowship programmes;
- An evaluation of the programme using the criteria of Relevance, Effectiveness, Efficiency as well as the lesson learned based on the information given by the employers and alumni interviewed.

Data collection to arrive at this country report has been successful with the exception of the planned visit to the Dutch embassy. The responsible task manager, who replaced a manager on maternity leave, proved hardly to be informed about the programme. An overview of the 9 employers and other organisation visited is given in table 1 below. In Appendix A further details are given regarding the alumni and employers interviewed.

**Table 1 Organisations visited**

| National and International employers | <ul style="list-style-type: none"> <li>• Rural Development and Cooperatives;</li> <li>• Bangladesh University of Engineering and Technology (BUET);</li> <li>• ITN, Department of Civil and Environmental Engineering Department;</li> <li>• Bangladesh Water Development Board (BWDB), Ministry of Water Resources;</li> <li>• Institute of Water Modelling (IWM);</li> <li>• Department of Agriculture Extension/Ministry of Agriculture;</li> <li>• University of Dhaka;</li> <li>• Khulna University;</li> <li>• UDDIPAN;</li> <li>• Health Forum.</li> </ul> |
|--------------------------------------|---|
| Donors and other stakeholder         | <ul style="list-style-type: none"> <li>• Dutch Embassy;</li> <li>• Local Government Engineering Department (LGED), Ministry of Local Government;</li> <li>• World Bank;</li> <li>• AusAid;</li> <li>• EC Delegation.</li> </ul>   |

## Context

### *Introduction<sup>75</sup>*

Bangladesh is one of the poorest and most densely populated countries in the world. It emerged as an independent nation through a short war of liberation in 1971. Bangladesh is a mono-linguistic country, where nearly 98 per cent of the population speaks Bangla. At liberation in December 1971 the literacy rate was only 16.8 per cent, and has been quite slow to grow, taking 20 years to rise to only 24.8 per cent in 1991. However, focused initiatives taken during the decade of 1990s and early 2000, following the World Declaration on Education for All, have resulted in remarkable progress in basic education, both in formal primary education (PE) and non- formal. Literacy rates are now close to 50% for both men and women. This achievement shows that the policy for equal access for both boys and girls to basic education has paid off. Despite this Bangladesh still faces extensive poverty in large parts of its population. Poverty, illiteracy and an ever growing population with a slowly growing economy has created the situation. National development planning has identified and accorded highest priority to education and literacy as a major intervention strategy, both for human resources development and poverty reduction in order to raise the quality of life of the Bangladeshi people.

### *General information on higher education<sup>76</sup>*

There are 82 universities in Bangladesh. Out of these, 31 universities are in the public sector, while the other 51 are in the private sector. Out of 31 public sector universities, 19 universities provide regular classroom instruction facilities and services. In addition to this are the Bangladesh Open University (BOU) and the Bangladesh National University. The Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. The Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", that offers courses in the disciplines of medical education.

Bangladesh also offers madrasah education at tertiary level. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates.

The government manages only three madrasahs. The others are managed by either individuals or by private bodies. There is a limited number madrasah for girl students.

### *Current situation of the Higher Education system and major developments<sup>77</sup>*

The National Education Policy (NEP) was developed in 2010 with clear emphasize on higher education in the country. The new education policy recognizes that the traditional higher education system is not enough to fulfil the current needs of Bangladesh. Therefore, re-structuring of the whole academic system was very much essential. Was there is a large amount of autonomy for institutes, the policy is now such that higher education institutions and the higher study centres must be run according to a set of clearly defined rules for them to deliver quality education

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<sup>75</sup> Ministry of Primary and Mass Education Government of the People's Republic of Bangladesh. Education for All: National Plan of Action II 2003 – 2015.

<sup>76</sup> The education system in Bangladesh: Source: [http://www.banbeis.gov.bd/es\\_bd.htm](http://www.banbeis.gov.bd/es_bd.htm) (updated to 2010).

<sup>77</sup> Ministry of Education of Bangladesh. The National Education Policy (NEP), 2010.

especially in the areas of science, technology and business studies. A government monitoring system will be set up to monitor proper utilization of the allocated funds.

Strategic Developments for Higher Education in Bangladesh (some of the major strategies-extracted of NEP 2010) are concerned with raising the quality of higher education, its duration and relevance to the Bangladeshi economy. In addition resources to enable more basic research to take place have been made available. A variety of measures have been taken to achieve these goals:

- All necessary steps and care will be taken to improve the standard of higher education;
- 4-year Honours course will be introduced in the colleges gradually instead of the existing 3-year degree courses;
- 4-year Honours degree will be considered as the terminal degree and acceptable/required qualification for jobs in all sectors with the exception of teaching positions at higher education institutions;
- Masters, M.Phil or Ph.D will be considered as specialized education. Only those interested in research and teaching positions at tertiary level can seek admission for post-graduate degrees. To ensure pursuance of research, graduate programs will be introduced in all departments of all universities;
- Colleges now offering Masters Degrees under National University will continue to do so, however the libraries, laboratories and infrastructural facilities of these colleges have to be improved. Teachers of these colleges must have the opportunities of wide-ranging teachers' training. The colleges that will introduce 4-year Honours degree courses will need to realise similar improvements;
- Teachers and students together have to take part in research work. At the universities, special emphasis will be given on original research. Sufficient and attractive funds will be made available to the brilliant students to carry on innovative research;
- Curricula and syllabi of higher education will be updated to meet international standards. In order to expand tertiary level education, it is essential to translate standard books of modern knowledge and science into Bangla;
- The scope of higher education will include subjects like defence studies, comparative theology, peace and conflict, climate change etc.;
- At the tertiary level, teachers will be persuaded to carry on their research in their own institutions. To strengthen research activities, measures will be taken to initiate institution-based consultancy;
- Compliance with these guidelines is to be assessed through monitoring and evaluation studies.

Monitoring and evaluation are seen as the major tools in quality assurance of higher education. The private universities in particular are to be monitored to ensure the standard of education, curriculum, syllabus and recruitment of teachers of high academic qualifications. These efforts have just recently gone underway.

#### *Criteria for admission and enrolment*

As is the case elsewhere in the world after successful completion of secondary education, students are allowed to take up higher study according to their merit, interests and aptitudes. All public and private academic institutions, which can ensure quality education, (such as colleges and universities) are entitled to will provide higher education. There is a minimum qualification for admittance that is strictly adhered to. According to the statistical report (2009) of the Ministry of Education of the government of Bangladesh, the total enrolment for higher education in public and

private universities was about 0.4 million in 2008, of which women were less than 25 per cent. Please see the details in the following table<sup>78</sup>.

**Table 2 Enrolment for higher education in the universities in 2008**

| Type of University | No of University | Enrolment      |               |                 | Enrolment per university |
|--------------------|------------------|----------------|---------------|-----------------|--------------------------|
|                    |                  | Total          | Girls         | %               |                          |
| Public University  | 31               | 160.447        | 40.066        | 24.97149        | 5175.70968               |
| Private University | 51               | 226.986        | 53.572        | 23.60146        | 4450.70588               |
| <b>Total</b>       | <b>82</b>        | <b>387.433</b> | <b>93.638</b> | <b>24.16882</b> | <b>4724.79268</b>        |

#### Significant developments in the labour market

Skills development is always a critical issue for Bangladesh. To achieve desirable growth, enhancement of skills through education and training in each and every sector is still a challenge. According to some reports, agriculture is still the largest sector of employment providing jobs to 22.8 million compared with 6.9 million in industry and 17.7 million in the service sector in 2006 (ADB, 2006)<sup>79</sup>. Also with the labour force growing faster than employment potential, the number of unemployed persons increased over time reaching 2.1 million in 2006. Although the official unemployment rate is low at 4.2% in 2006, it does not provide a real picture of the supply–demand balance including the degree of inefficiency that prevails in the labour market. Bangladesh has a large informal labour market and there are hardly any reliable statistical data covering this.

The Ministry of Labour and Employment of the government of Bangladesh established 26 “Technical Training Centres” in 26 out of 64 Districts in last three years. In addition, six training centres were established to develop skills of the women. The main objective of these centres was the development of skills of the people/students for work. It is to be noted that these training centres are meant to build the capacity of low educated or uneducated people. The centres are also open to educated people who need additional training.

#### Availability of higher skilled manpower<sup>80</sup>

Although a vast majority of the Bangladesh labour force is unskilled, Bangladesh has skilled, semiskilled and professional manpower available. These pertain to the technical area, IT, medicine and engineering (especially water management in this) as the main areas of relevance in Bangladesh.

#### Technical Manpower

There are 77 Polytechnic Institutes in the country with annual intake capacity of 9062 students. Besides Polytechnics, there are a number of agricultural and allied industrial, textile and leather technology institutes and commercial institutes and other specialised mono-technic institutes offering diploma level courses in their respective fields.

#### IT

In IIT a great variety of academic and training programmes are offered starting from the lowest trade level to the highest Post Graduate Diploma and Master's Degree in Technical Education encompassing Certificate and Diploma in Vocational Education, Diploma and BSc in Technical Education, Higher Diploma and BSc Engineering Degree in Electrical & Electronic and Mechanical Engineering with various specialisations in different rare technologies, such as Computer Science

<sup>78</sup> Ministry of Education of Bangladesh. Statistical report, 2009.

<sup>79</sup> ADB. The Bangladesh labour market, 2006.

<sup>80</sup> Source: Bangladesh Human Resources Development and Placement Centre, 2010.

and Technology, Power Systems, CAD/CAM, Energy, Production and Instrumentation Engineering, There are 64 Vocational Training Institutes (VTI's) and 13 Technical Training Centres (TTC's) and 1 Bangladesh Institute of Marine Technology (BIMT) which cater to the training needs for craftsmen in the basic trades. Diploma in Marine Technology is also offered from BIMT. No data on actual numbers of personnel having graduated from any of these institutes are available.

### Medicine

Bangladesh offers graduate and post-graduate medical education and training. Facilities exist for turning out 1743 medical graduates and 150 dental surgeons every year. Facilities to train Blood Bank Technicians, Radio Therapists, X-Ray Technicians, Radiographers, Compounders, Dressers, Dental Technicians, Health Assistants, Sanitary Inspectors, etc., also exist in the country. There are also 44 Nursing Training Institutes which offer 4 years' Diploma course (including one year Midwifery) in nursing.

### Engineering

Engineering Institutes (5 University of Engineering & Technology, 1 Engineering College, and 1 Marine Academy) produce about 5,494 Graduate Engineers annually. In addition the 77 Polytechnic Institutes in the country produce about 9,062 Diploma level engineers annually. Bangladesh has a vast reservoir of skilled manpower in electricity/power, petroleum and fertilizer sectors.

Although the numbers of skilled personnel as 'produced' by the education systems as such looks quite encouraging, from the interviews we have conducted it appears that the skills acquired by personnel frequently show a mismatch with the skills as required by industry. This shows the need for further training as well as a lifelong learning approach. We have not been able to secure data on the extent of these gaps by types and level of expertise in the sectors concerned.

### Fellowship programs in the country

There is a myriad of fellowship programmes available throughout the world for the benefit of the developing world and also Bangladesh attempts to benefit from any of these. Schemes approached concern mobility from and to Canada, Australia, New Zealand, the USA, Japan and the European Commission. The major ones will be discussed below i.e. the Erasmus Mundus program of the European Commission, the US Fulbright program and the Australian Development Scholarships. Informants indicated that around 200 students per year would enter any one of these programs.

**Erasmus Mundus** is a cooperation and mobility scheme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with third countries. The overall aims of the scheme is to:

- Enhance the quality of European higher education;
- Promote dialogue and understanding between peoples and cultures through cooperation with third countries; and
- Promote EU external policy objectives and the sustainable development of Third Countries in the field of higher education.

The scheme seeks to realise these aims through three distinct actions. These are:

**Action 1:** The creation of Erasmus Mundus joint masters programmes and joint doctoral programmes of outstanding academic quality, including a scholarship scheme;

**Action 2:** The creation of partnerships between EU and Third Country HEI in specific regions as a basis for structural co-operation and mobility at all levels of higher education;

**Action 3:** Action 3 concerns measures enhancing the attractiveness of the EU as an education destination.

**Australian Development Scholarships (ADS)** are long term development awards administered by AusAID. ADS aim to contribute to the long term development needs of Australia's partner countries, such as Bangladesh in line with bilateral and regional agreements. They provide opportunities for people from developing countries to undertake full time undergraduate or postgraduate study at participating Australian universities and Technical and Further Education (TAFE) institutions.

The study and research opportunities are provided by ADS develop skills and knowledge of individuals to drive change and contribute to the development outcomes of their country. ADS has three categories of fellowships: 1) ADS public for public sector employees to be nominated by their employers, 2) ADS open for anyone who meets the eligibility criteria and 3) ADS target for applicants from areas which are identified as development priorities or from specific civil society organisations.

ADS are offered for the minimum period necessary for the individual to complete the academic program specified by the Australian higher education institution, including any preparatory training.

**The US program is administered by the Full BRIGHT Institute of International Education (IIE).**

The IIE manages undergraduate and graduate level scholarships at accredited academic institutions throughout the world. IIE aims at implementing prestigious scholarship programs and manages global scholarships through a network of domestic and international offices.

Advantages noted of the NFP program over these programs are that the conditions for admission are less strict than for the other programs. A decisive disadvantage is that the NFP program does not promote joint masters and doctoral programs as the EC Erasmus Mundus does for instance. The yield of the NFP program would in this way be much larger, it is argued.

#### Implementation of NFP (2002-2010) in country<sup>81</sup>

Applications have been done through the Dutch Embassy in Dhaka. Furthermore the numbers and developments over time (if any) are given in terms of the modalities and disciplines / sectors the selected fellows have been involved in followed. Lastly an estimate is given of the budget that was spent on the programme in Bangladesh.

#### Results

Throughout the period under study agriculture (and food security within this area) is the dominant theme for the master and short courses, followed by water management and general developmental studies. Water management is especially relevant since Bangladesh is located in delta area, just as the Netherlands. The Dutch know-how in this is especially appreciated. A full overview of the results is given in Appendix B.

#### Relevance

The general objective of the NFP program is, in response to identified training needs, to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries. By

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<sup>81</sup> Source: Kerngegevens NFP 2003 – 2010 and NFP 2006-2010, Nuffic April 2011.

alleviating the shortages, the programme is expected to 'contribute to qualitatively better functioning organizations, companies, etc. and thereby aims to give a *qualitative impulse* to society'<sup>82</sup>.

Are there indeed shortages of personnel and most notably shortages of qualified personnel? Is the NFP program thus relevant for Bangladesh?

As is indicated above, shortages in a quantitative sense and a qualitative sense can be identified for Bangladesh. The quantitative gap concerns the question of whether there is a surplus or a shortage of workers in a given profession or the labour-market. The qualitative dimension concerns the question of whether the qualifications learners achieve indeed fit the requirements of what is needed in a given job.

The Government of Bangladesh, through its responsible ministries and associated departments, has increased the target in annual development plans also in relation to the number of people being educated in the Higher Education system of the country. The projects and activities that are relevant for the development of the country require more and more specific skills, technical capacity, and updated knowledge to implement projects successfully. Despite these efforts, there still is significant gap of having sufficient qualified and skilled professionals in almost all organizations. The problem in this is not as much the quantity of personnel available on the labour market but the quality. Qualifications acquired through the education system in general do not match the qualifications required in the field. This situation is quite acute as Bangladesh is exposed to serious environmental and climate change threats.

That the quality of skilled manpower is the problem rather than the quantity is corroborated by all interviewees consulted. All **individual alumni** interviewed refer to the necessity to build capacity in a qualitative sense in companies, government and government bodies and universities throughout the country. The Dutch academic system is viewed as open and consistent with international standards and especially suited to deliver this. **Employers** interviewed basically concur with this. As one of the employers indicates: "Most scientists (in our institute) have not received adequate training". We need capacity building as we ourselves are to train scientists in agricultural programs. Seen in this way the NFP program is relevant, but only in alleviating shortages in the quality of skilled manpower, in helping to better align the qualifications of the work force to what is required in the labour market.

## Effectiveness

### *Individual level (alumni)*

The alumni and employers of alumni interviewed in Bangladesh recognize overall identical effects for the individual participants of the Netherlands Fellowship Programme, the majority of which are overwhelmingly positive.

### *Value of the Fellowship*

All alumni interviewed identified the NFP fellowship to be an important aspect of their education. In particular the students, who obtained a Master or PhD in the Netherlands, highlighted that the financial support was essential to their studies. It gave them sufficient economic independence to pursue their studies.

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<sup>82</sup> TOR, page 4.

### *Value of education and individual gains*

In terms of the value of the education and training funded through NFP, all modalities were highly appreciated by the respondents. Particularly the practical aspect of the courses and quality of teachers were mentioned. The alumni indicated that their expectations were largely or fully met.

The alumni identified many direct and indirect benefits of their experience. All alumni have experienced gains in technical skills directly related to the execution of their profession. Most experience improvements in the quality of their work as a result of this. Alumni furthermore have experienced improvements in social skills (mainly communication skills) and personal skills (mainly motivation). Alumni employed by government and private institutions typically indicate that they have learned to better deal with technical and planning issues and the planning process in general of the institutions they work for. Also having learned to share technology and skills with colleagues is seen as a major improvement in their functioning. For most alumni career perspectives and salaries had not increased except for one person.

An example of how alumni have benefited can be found in the following box on the Bangladeshi Institute of Technology and the government engineering department in a very relevant area for Bangladesh: water management.

#### **Bangladeshi Institute of Technology and government engineering department**

*Water management* is one of the major areas of relevance for Bangladesh. Alumni of the BUET, the Bangladeshi Institute of Technology, involved in the study of water and land management report they have effected major innovations in this area as a result of the NFP programme. One such innovation concerns remote sensing software. Remote sensing is meant for mapping surfaces (land and water). In the course it was learned how satellite data can be processed for land and water management. By studying a crop area, for instance, an estimate can be made of how many crop a given land is producing or can produce which helps in improving food security for the country. Mapping water surfaces helps in disaster management when areas are flooded due to heavy rainfall, a situation that occurs regularly in Bangladesh. The institute offers professional courses for professionals in the field, such as those involved in rural and urban planning and the Bangladesh Water Board.

Another innovation in the water management area realized concerns hydro informatics as this is practiced by an alumnus working with the Ministry of LGRD, the engineering department of the Bangladesh government. Hydro informatics concerns simulation software and allows one to calculate probable states of rivers and marine environments given certain interventions to control these. Using the software, the alumnus is now in a position to advise the engineering board on effective interventions in this. *“I used to receive orders from my employer, but now I tell them what to do”*, as indicated our informant. Other skills learned concern the ability to build a program, basically by selecting adequate projects and adequately plan the program.

The department itself, as also indicated the employer interviewed, has gained considerably. *“With the computer technology introduced here we can feed decision making processes on programs to be launched to better counter flood risks, a major threat to Bangladesh”*.

Most NFP alumni of the selected organisations did return. Only one person moved to the USA.

#### *Organisational Level (employers)*

All employers interviewed mention (sometimes large) gains in technical –occupation related skills and the quality of work of the alumni. This is followed by gains in personal skills (such as increased motivation), social skills (mainly communication skills) and improvements in the functioning of the organisation / department as a whole. Especially gains in technical skills and the quality of work are



noted and appreciated by the employers visited. Examples of these gains are noted in the box below.

#### **Employers: Agricultural organisations and NGOs**

The most influential institute in Bangladesh in the agricultural area is the Agricultural Research institute BARI. The employer interviewed there indicates the institute has gained tremendously from programs as the NFP, knowledge development most notably on irrigation and effective land use is especially noted. A further important gain is the improved outlook of the scientists: They can share information on relevant subjects with everyone throughout the world. The employer notes that BARI is involved with other programs as well, such as those from the US, AUSAID and the EC so the effect cannot be solely attributed to the Dutch program.

Training for general capacity building as such in Bangladesh itself is also an important area where NFP alumni are active, in this case in UN organizations as UDIPPAN and the FORUM for Public Health. The basic skill here is organizing training and developing modules for this as well as conducting training needs assessments. In the case of UDIPPAN this concerns micro-financing initiatives and (project) management in this, the Health Forum all kind of health related issues. The preferred training mode is Training of Trainers. Many hundreds of individuals and professionals have been reached in this way and trained. The employers interviewed in these organizations indeed indicate the alumni have a certain influence over what strategy the UN follows in these areas in Bangladesh. As most effective elements of the NFP program are viewed the -proposal writing, the facilitation skills and module development skills.

The impact of the NFP programme in Bangladesh appear to be the greatest for the area of water management, the area of most relevance for Bangladesh. Alumni active in universities educate professionals active in water management and innovate this area with the newest technologies. Effective water management will help to prevent severe flooding in the country and thus realize food security. Impact in the other areas is less likely.

#### *Influencing factors and obstacles*

Although the NFP programme (as well as other programs) has a clause where alumni promise to move back to their home country, this is often not the case. Especially within the department of Agriculture brain drain has reached a staggering 100 alumni not returning to Bangladesh in recent years for all capacity building programmes taken together. A simple clause evidently is not enough for alumni to comply. The impact of programme on capacity building and with that in poverty alleviation –in the Bangladesh agricultural sector at least – is this significantly diluted. The brain drain is caused by the higher living standards in the host countries and the possibility to make promotion. Most alumni having left Bangladesh have moved to the USA, Australia, and Canada.

There is marked difference in the international institutes visited (UDDIPAN, Forum for Public Health) and the Bangladeshi institutes such as the Water Board and the universities in terms of the influence alumni have on the strategy of the organization. Alumni in the former appear to have had a greater influence on the strategy of the organization than those returning to Bangladeshi ones. Promotion in the latter cases is rare, so alumni here have less chance to influence the strategy of the organization they work for. Promotions are not forthcoming as seniority, political considerations and sometimes family ties are the more important factors in getting a promotion.

## Efficiency

In relation to the efficiency alumni and employers have been asked to indicate:

- Whether the usefulness of NFP education have been higher if things were organised differently;

- Whether staff had been involved in other fellowship programmes or applied for such programs;
- And If so for what reasons;
- What eventually made one decide to apply for NFP.

It was also asked what differences were noted between NFP and the other fellowship programs and if any of the alumni might not have finished their NFP course.

#### *Cost-effectiveness of the various modalities of NFP*

The perceived cost-effectiveness of the different modalities differs depending on whether junior or senior personnel are involved. Short and refresher courses are seen as most efficient for senior personnel, Masters and PhD studies for junior personnel. Senior personnel cannot be easily missed for long periods of time which makes short courses the most efficient way to move forward for them. Junior personnel can be missed more easily. Universities are much in favour for the Masters and PhD modalities, basically for both seniors and juniors.

#### *Quality of education*

**Alumni** proved to be quite satisfied about the program in general. The program enables them to learn to work in groups and be fully exposed to multi-cultural environments. The teachers are viewed as competent and there are plenty of (simulation) materials available in class.

A number of suggestions were made, however, to improve the efficiency of the program±:

- In those instance where case studies were discussed these in general proved to be Dutch or European ones. It is better to have case studies situated in Bangladesh;
- In some cases the groups following classes were too heterogeneous. Some alumni were far more ahead than others in understanding of issues as group members differed considerable in terms of age and education;
- Simulation software and updates to this software used in class is very expensive to obtain in Bangladesh. It would be appreciated if this software could be provided free of charge.

**Employers** proved to be satisfied with the program as well, the main advantage noted by them is the enormous variation of training courses on offer and the conditions that go with enlisting personnel in them. Officers in the academic institutes interviewed argue, however, that the programme could be much more effective if organized it in Bangladeshi institutions as well. Participation and therefore the yield of the programme would increase considerably.

Employers of the Water Development Board are very much in favour of them mainstreaming potential alumni active in water management through the Ministry of Water Resources without closing down the line for any individual applications to the program. A further recommendation that was made to improve the efficiency of the program is to make a clear distinction between junior and senior officials in terms of what modality of the program put on offer. Short training is best suited for senior officials, long term such as masters and PhDs for junior officials. Refresher courses best for both groups as was also indicated above.

Employers appear to have reviewed many more programs such as the AUSAID, USAID, DANIDA, SIDA en EC led programs as ERASMUS MUNDUS and ASIA-LINK. A clear advantage noted of the NFP program over the other programs is the fact that the competition is more open, the feeling is that one stands a good chance of being selected. A drawback is the financial package that is on offer. This is considered too low. There is a clear distinction in terms of the frequency in which other programs than the NFP program have been considered between employers (and alumni) active in the water management sector and other sectors such as the agricultural one. In case of water management only the NFP program was seen as of interest. Other programs were not considered,

water management thus being a true Dutch trademark. For the other sectors also other programs were considered.

## Lessons and recommendations

**The alumni** interviewed have given a number of recommendations for the programme. The following points were brought forward:

- It would be good to have more opportunities for refresher courses, additional courses to update on (new) issues and developments in a given area;
- The programmes as offered were sometimes very tight, and could be made a bit more flexible;
- Short course could be offered jointly between Dutch Institutes and Universities in Bangladesh much as is done within the context of the European Erasmus Mundus program. This would increase the number of students being able to follow courses;
- Sometimes training is given for quite heterogeneous groups with differing levels of competence. Training is best organized for more homogeneous groups;
- A good tool for improving the performance of a programme is to monitor it. NUFFIC could monitor the programme to improve its performance.

The recommendations of **employers** given differ in line with the sector they operate in:

- Government organisations are much in favour of short courses and refresher courses for their personnel. The government engineering department (LGRD) as well as the Bangladesh Water Development Board would like to have quota established for their personnel;
- Universities / Training Institutes would like to initiate joint collaboration on course training programme between Dutch Academic institutes and the University, much as is done within the context of the Erasmus Mundus programme and concentrate in this on new courses e.g. climate change and disaster management. Also student and staff exchanges should take place as opposed to the one way transfer of Bangladesh personnel / students to Holland at this point;
- All are in favour of continuing the fellowship programme and would welcome more opportunities for fresher courses for their personnel.

In relation to recommendation of the programme **for the country** as such many interviewees indicated it would benefit them if the Embassy would launch a platform of Dutch NFP alumni. This platform could serve as an advocacy tool for them in putting their newly learned skills to practice. Many alumni complained that they, although improvements in functioning were clearly recognized, a promotion was not forthcoming as seniority, political considerations and sometimes family ties are the more important factors in getting a promotion. A platform as this might prove to be a helpful tool in changing this practice. The Embassy of Japan basically has started a platform for their alumni to that effect.



# Country Report Ethiopia

## Introduction

Ethiopia is one of the largest recipients of NFP, with 1170 alumni between 2002-2010. Alumni have participated in all forms of the education and training funded. Ethiopia was therefore selected as a country case study for the evaluation of the Netherlands Fellowship Programme. The data gathering for the case study took place in Ethiopia from 10-1-2012 until 20-1-2012. The evaluation team composed of Mohammed Mussa, Anja Willemsen and Annemieke Biesma interviewed a total of 19 alumni and 11 employers and several other stakeholders and donors. The mission took place in Addis Ababa, Hawassa (in the SNPPR region) and Debre Zeit (in the Oromiya region).

The main limitation of the data gathering in Ethiopia was the difficulty in tracing alumni/ contact persons within the selected organisations. The limitation was caused by a combination of factors including:

1. The data provided by Nuffic<sup>83</sup> in many cases was not sufficient to contact alumni within their organisations;
2. Many of the organisations experienced a large turnover, both from the alumni as well as the management staff within the organisations;
3. In a number of cases the employers did not know which of their staff studied through the NFP programme.

A second limitation was that the respondents did not always feel free to discuss the difficulties and constraints in the group discussions or interviews.

**Table 1 Selected employers, donors and other stakeholders\***

|                               |   |
|-------------------------------|---|
| Employers                     | <ul style="list-style-type: none"> <li>• Hawassa University;</li> <li>• Hawassa City Administration;</li> <li>• Ethiopian Geological Survey;</li> <li>• Action Aid Ethiopia;</li> <li>• Menschen fur Menschen Ethiopia;</li> <li>• Cooperatives Promotion agricultural-inputs sector;</li> <li>• Ethiopian Agricultural Research Organisation;</li> <li>• Addis Adaba University;</li> <li>• Oromiya bureau of health;</li> <li>• Health and Nutrition Research institute;</li> <li>• Anti-Corruption and Ethics Commission.</li> </ul> |
| Other stakeholders and donors | <ul style="list-style-type: none"> <li>• Netherlands Embassy Ethiopia;</li> <li>• Ministry of Education;</li> <li>• Ministry of Civil Service;</li> <li>• Ministry of Labour &amp; Social Affairs;</li> <li>• Chamber of Commerce;</li> <li>• British Council;</li> <li>• Norwegian Embassy/ Norad;</li> </ul>  |

<sup>83</sup> It was difficult to trace the Alumni who benefited from the NFP since the names provided were not complete. Unlike in other countries, Ethiopians do not have family names.

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Austrian Cooperation;</li> <li>• DAAD (Germany).</li> </ul> |
|--|--|

\* A detailed list of the selected institutions and respondents is presented in Annex 1.

## Country context

### *Introduction*

With a population estimated to be 80 million, Ethiopia is the second most populous country in Sub-Saharan Africa after Nigeria. Ethiopia's economy is on the ascendance with a high growth rate in recent years and the country is on track to reach most of the Millennium Development Goals (MDGs). Since the early 1990s, the Ethiopian government has pursued a broad development strategy that is consistent with the internationally agreed MDGs. The objectives and targets contained in the Sustainable Development and Poverty Reduction Program (SDPRP) of 2002 are aimed at reducing poverty, expanding school enrolment, improving girls' education, and reducing maternal and child mortality and malnutrition. The SDPRP, which provides details of the government's strategy for improving the lives of the poor, is organized around four broad themes:

1. Rapid and sustainable economic growth;
2. Enhancing human development;
3. Improving governance through decentralization and democratization;
4. Building the capacity to deliver the above three themes.

The Plan for Accelerated and Sustained Development to End Poverty (PASDEP) was developed for the period of 2005/06-2009/10. The PASDEP recognised the strong link between improving education and training outcomes, reducing poverty and increasing economic growth. Increasing both the quantity and quality of human capital was seen as essential for achieving national socio-economic development goals.

Based on lessons learnt from the PASDEP, the Ethiopia government launched a five year Growth and Transformation Plan (GTP) with the projected GDP growth of 11-15% per year from 2010-2015. The GTP contains significant industrial and infrastructural development components. The components include, among others, the following:

- Providing basic infrastructure to develop four industrial cluster zones;
- Renewing focus on extractive industries such as gold, oil, gas, potash and gemstones;
- Increasing the road, rail, electricity and energy network.

### *National Policy on Higher Education*

With about 30 per cent of its budget spent on education, Ethiopia has grown the enrolment in all levels of educations tremendously.

The Government of Ethiopia launched the first five year Education Sector Development Program (ESDP I) in 1997 as part of a twenty-year education sector plan. The programme, which is initiated and owned by the government of Ethiopia has mobilized national and international efforts to boost the performance in terms of enrolments at all levels especially in primary education. Since the start of ESDP I, primary school enrolment has more than doubled from 3.7 million to 8.1 million in 2000/01. This trend continued throughout the duration of ESDP II and ESDP III (2005-2011) with primary school enrolment reaching 15.8 million (93.4%) in 2009/10. However, it is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvements in quality - in fact in some areas quality has deteriorated at least partly as a result of rapid expansion. In response to these concerns, ESDP III gives high priority to quality improvement

at all levels of the education system. Thus, the MoE has developed a General Education Quality Improvement Program (GEQIP) which comprises the following six pillars:

1. Teacher Development Program (TDP);
2. Curriculum;
3. Management and Leadership;
4. School Improvement;
5. Civics and Ethical Education; and
6. Information Communications Technology.

The GEQIP is funded by development partners and managed by the World Bank as a trust fund. The different pillars of the program are implemented at federal, regional and district (woreda) levels. Under GEQIP, the teacher development programme (TDP) specifically addressed the need for gender balance via the creation of targets for numbers of female teachers trained in all priority programmes including the Higher Diploma Programme. As part of the TDP, there will be a technology transfer-centred research system for higher education institutions (HEIs) in general and specifically science and technology institutes and departments so as to make them support to the economic development through technology transfer.

#### *General development of Higher Education*

During the ESDP III (2004/05 to 2009/10), the number of higher education teaching institutions, overall enrolment and intake capacity has increased at a high rate. New universities have been established and older universities had to accept significantly more students. There are now a total of twenty-two government universities distributed in all regions of the country and 50 private higher education institutions have been accredited. The overall enrolment have increased from 149.694 to 434.659 in the planned period of which 77.140 (18%) are enrolled in the private teaching institutions. As a result, the GER for higher education has increased from 3.6% in 1999 to 5.3% in 2008/09 which implies that the Ethiopian higher education has come just below the estimated African GER of 6% (Across Africa, only about six per cent of the potential tertiary age group is enrolled in a tertiary institution, compared to a world average of 25.5 per cent) .Because of the increase in the number of teaching institutions, degree programme admissions have increased from 36.405 in 2004/05 to 77.182 in 2009/10.

Nevertheless, many respondents have expressed their opinions that the number of graduates is increasing from year to year in large numbers through the so-called “massification” of higher education but the quality is lacking behind. Respondents indicate that the present quality of education in many cases does not meet the demand of the private and public employers.

Development of post graduate programme was a priority for ESDP III. Accordingly, enrolment in post-graduate programmes was expected to increase from 3.884 to 26.000 in the year 2009/10. However, the total number enrolment in post graduate programmes reached only 13.481 in 2009/10.

Enrolment of female students in higher education institutions is another focus of the Ethiopian government. The enrolment of female students in government and non-government higher education institutions increased from 24,8% in (2005/06) to 27,0% in (2009/10). However, graduation rates remain low and it is evident from available sources that the enrolment of female students in post graduate studies (MSc and PhD) are much lower than the undergraduate studies.

The education system in higher education is expected to meet the demand for human resources compatible with the quantity, type and quality of the priority areas of the GTP. Based on their preferences students are assigned to the different studies by government. Accordingly, the present

increase in enrolment of graduate and post graduate is in line with the ratio of 70:30 which means that 70% of the intake will be for science and technology and 30% will be in the areas of social science. For instance, in 2010/11, a total of 100,000 students were admitted to different universities in the country of which 70% was for science and technology - 40% of the science and technology intakes were for engineering. This higher education policy is consistent with the priority areas of the GTP which require more technical professionals in the areas of road construction, railway construction, dam construction, rural electrification etc. as part of this policy. The strategy of the Ethiopian Government is that all post graduate studies in the country and abroad will give priorities to universities for the next five years since they are the multipliers of qualified human resources for the country. As part of this plan, the government has a human resources development programme for training in country and abroad. It has bilateral agreements with different countries which include scholarship opportunities for MSc and PhD students (in medicine, engineering, IT etc.) in Turkey, South Korea, Cuba, India, China, Japan, Russia and South Africa. For instance, 250 PhD students will be trained in South Africa in five years.

#### *Availability of higher skilled manpower*

Higher education in Ethiopia was very limited and until recently, the Addis Ababa University was the only higher education institution in the country. Increasing the number of universities and thereby graduates from tertiary education, was argued in several interviews to be necessary to meet the demands of the labour market. In fact, one of the main arguments is that there are shortages in qualified human resources in the labour market in Ethiopia. However, there has not been extensive empirical evidence on the gaps by types and level of expertise, sectors. Respondents within the Ministries of Labour & social Affairs and Education indicated that there is an (expected) high level of vacancies in areas such as engineering, construction, horticulture, medicine, IT.

The effects of the low level of tertiary education graduates does impact the general capacity of the country's administration. To give an example, the composition of civil servants in Ethiopia shows that most of the positions are filled with secondary school completion and diploma level employees. In 2008, 5.4% of the total civil servants were with higher education degrees (BA, Msc and PhD) and in 2009, the percentage has increased to 8.0%. The civil service annual statistics also shows that the number of female employees with higher education (BA, Msc and PhD) is increasing from year to year in absolute terms. However, the proportional increase is still slow. The 2008, 2009 and 2010 employment patterns show that women with higher education constitute 14%, 19% and 17%, respectively.

Although the numbers (quantity) of higher educated manpower has increased in recent years it is acknowledged that the quality of these students is lacking behind. A representative from the Chamber Of Commerce for instance stated that although the number of graduates in social sciences and management (economics, accounting, business management) is increasing, the quality is poor and could not meet the demand of the private sector. Companies receive ample applications for advertised position but only very few (or none) of them qualify for the positions which shows that the quality of education in the country is deteriorating.

According to the opinions of some interviewees, the private sector does not need high level qualified personnel but does experience a shortage in qualified middle level personnel in the areas of business management, proposal feasibility studies, marketing etc. Short term and refresher courses in the country or abroad were suggested as priorities for the private sector.



### *Fellowship programmes in the country*

Ethiopia benefits from a number of scholar/fellowship programmes from other countries. Internally, the ministry of education administers a number of national and international<sup>84</sup> scholarships on behalf of the Government of Ethiopia. A national committee with participants from several line ministries is responsible for the selection procedure for fellowships which are directed through government.

International fellowships that are not directly managed by the Ministry of Education, may choose to inform the Ministry of their programme. The level of information and manner of which this is provided is the choice of the donor. The Belgium programme for higher education managed through VLIR, for example, has an office inside the Ministry of Education, managed by a representative of the Belgian government. The representative attends meetings and informs the Ministry of Education of the size of the funding and the types of programmes available. The British Council, on the other hand, provides an annual overview of selected fellows to the Ministry of Education for general information<sup>85</sup>.

Interviews with respondents showed that the selected employers and NFP alumni have, in addition to NFP, benefitted from different programmes offered by among others the World Bank, Vlir-Belgium, Daad, Sida, China, Korea, JICA. Compared to the programmes of other players such as Norad, the British Council and Austria (except DAAD), NFP has a relatively large budget and open (courses and organizations) programme. Brief descriptions of the selected programmes visited are presented in the table below:

|  |  |
|--|--|
| <p>British Council - scholarship programme</p> | <ul style="list-style-type: none"> <li>• Focus at mid career aspiring leaders from public/private sector and NGOs. The programme focuses at practitioners because academic organisations have different opportunities within their own organisations and through other cooperation programmes;</li> <li>• Number of scholarships for master courses in the UK up to one year in restricted priority areas (Foreign office priorities) decreased from 12 to 6 per country (commonwealth countries have more possibilities such as Phds). In addition 10-5 scholarships for short course were offered. 30% of the scholarship costs are covered by the HEI in the UK;</li> <li>• The British Council office in each beneficiary country advises the applicants which universities are most appropriate for their studies and the UK British council office then does the application to the University for them;</li> <li>• Applicants can apply online with the support of their organisations since 4 years;</li> <li>• The programme used to be advertised in newspapers, but due to budget cuts this initiative has ended. The BC council now specifically contacts several organisations/ ministries such as the ministry of Foreign Affairs which can nominate staff. In addition, it has upgraded the information available through its website. The BC has a small strategy per country for organisations/ areas which is published on the website;</li> <li>• 2011- 400 applications, shortlisted applicants are interviewed and need to do a language test;</li> <li>• The fellowship includes a contract between the fellow and BC that states that the alumni should return to Ethiopia. This is not necessary with the employers, but may be done regardless. They are only allowed to stay in the UK if they have been selected</li> </ul> |
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<sup>84</sup> None of the bilateral donors interviewed manager their international scholarships through the MoE.

<sup>85</sup> Based on the interview with the current British Council Programme Manager.

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|-------------------------|--|
|                         | <p>for a PhD or if they have found work for which they are allowed to stay no more than 2 years. If student breaches this contract they must pay for their study. As far as the manager could remember, there has been no scholar in recent history that breached the contract;</p> <ul style="list-style-type: none"> <li>• The BC tracks the alumni (network) and specifically high positions via its database as much as possible and keeps them informed and invites them to meetings.</li> </ul>  |
| Norway - Norhed         | <ul style="list-style-type: none"> <li>• Norhed is the new Norad programme for higher education and research cooperation which is replacing Noma and Nufu. It has a first call for project applications in April 2012. The programme will specifically focus at the South and will encompass support to in-country / regional degree programmes;</li> <li>• The programme will be organised in thematic sub-programmes where Norway has a strong comparative advantage and/ or can make a strong contribution;</li> <li>• The programme is meant to be South demand driven and will be implemented only in the South;</li> <li>• The Embassy will not be involved in the NORHED programme; it will be managed by NORAD only;</li> <li>• The programme will be exclusively university capacity building containing some fellowships and exchanges for staff, stimulating sandwich-style programmes;</li> <li>• The projects must be designed with academia, civil society and the private sector. Involving the latter two may be done through steering committees or implementation partners, but will be necessary to ensure the academic programme fits with the wider needs of the country (including the labour market);</li> <li>• In addition to the development cooperation programme, there is a 'quota programme'; Universities have a certain number of students from developing countries that are allowed to obtain 'Norwegian student status' giving them access to the student loan bank for higher education. They can obtain this loan if they commit to not returning to Norway for at least 2 years after graduating. If they do stay, they have to repay the loan.</li> </ul> |
| Germany –Daad programme | <ul style="list-style-type: none"> <li>• Daad programme in Ethiopia is focused at academic exchange and offers about 350 scholarships to applicants from government organisations and NGOs and about to about 100 Germans to study in Ethiopia. Selection has a pure academic- excellence focus;</li> <li>• Participants have to proof via a tofu test that they can speak English, a 6-month German language course is part of the programme;</li> <li>• The programme has a very active Ethiopia-Germany alumni association to keep bondage;</li> <li>• The programme experiences hardly no brain drain; a remittances programme has been set up to make it easy for alumni to come back. Some elements of this programme are technological support upon return, possibility to come back to study a Germany after 3-4 years, refreshment courses, organisational workshops;</li> <li>• In recent years more focus at institutional partnerships, provision of joint degree programmes in Ethiopia etc.</li> </ul>   |
| Austria                 | <ul style="list-style-type: none"> <li>• There was a 20 year old North-South programme containing fellowships that ended in 2011;</li> <li>• APHEAR the new programme starting as of 2011 is no longer a fellowship programme but only a project for university partnerships that include scholarships; they are built in to the programme;</li> <li>• The programme focuses on three themes, namely general academic capacity building, research for people with disabilities and legal and human rights;</li> <li>• In the past different programmes were open to applicant s from universities, the public</li> </ul>   |

|                |  |
|----------------|--|
|                | <p>and private sector and NGOs. Within the APHEAR programme 8-10 scholarships may be provided to universities which can nominate staff members;</p> <ul style="list-style-type: none"> <li>• Final selection decisions are made in Austria (focus on interests in the country and specific development projects). The Austrian Embassy in Ethiopia advises on relevance of proposals. Comments are on contacts, budgets, whether the ideas are feasible and if the research is complementary to the development cooperation agenda;</li> <li>• In 2009 an Austria-Ethiopia alumni organisation was established.</li> </ul>   |
| Belgium – Vlir | <ul style="list-style-type: none"> <li>• VLIR maintains a country representative of their education programmes in Ethiopia and Kenya since 2008. The representative is meant to facilitate the sustainability of the programmes in those countries where the majority of aid is provided. He is the linking pin between educational exchange and development/capacity building. It exists because the Belgian Embassy does not have a specific education policy advisor/desk in place;</li> <li>• The position of country representative is part time. The representative is only in place to support the educational programmes, not the fellowships. In fact, he has a specific mandate not to intrude with the fellowships to prevent false competition;</li> <li>• The purpose of VLIR's (non-fellowship) education programmes is capacity building of academia. In addition, the fellowship programme brings approximately 50 fellows to Belgium annually;</li> <li>• Tasks include stimulating cooperation with the non-academic world through stakeholder forums and other participatory platforms. He ensures the projects are complementary/in line with policies (both in Belgium and Ethiopia) and respond to the wider need of the country. Research must respond to the country's development needs;</li> <li>• The education programme's conditions are different from that of the Netherlands in the sense that time is not refunded, only travel expenses and operational costs. This means that educational institutes in Belgium must find the value in the collaboration through publications and access to resources.</li> </ul> |

## Implementation of NFP

### *Implementation of NFP (2002-2010) in country*

Within the period under scrutiny, the largest number of NFP fellows came from Ethiopia. According to the data provided by Nuffic in total 1170 fellowships were awarded to Ethiopian candidates in the period 2002-2010. These fellowships were divided between education institutes (45,5%), (semi-) government institutes (41,7%), NGOs (7,6%) and businesses (2,8%). In addition, 10 organisations benefited from tailor-made trainings and one from a multi-year agreement. In the same period, 80 of the alumni participated in refresher courses. Based on the data provided in the Nuffic report (Kerngegevens 2003-2010) the fellowships were provided for in total 708 master courses, 403 short courses and 26 PhD. According to the same report about a quarter (23%) of the fellows are women.

### *Selection process en criteria*

The Royal Netherlands Embassy was responsible for the eligibility check and making recommendations to Nuffic based on the sector and type of organisation until December 2010. After the introduction of the new selection procedure, the Fellowship officer (consular section) scores the applications on a scale from 1-10. Scoring is based on the priority areas of the development policy of the Royal Netherlands Embassy such as agriculture, food security and SRHR and the role of the employer organisation. Preference is given to women and applicants from deprived areas. In case

of doubt in the application, the Embassy conducts a background check via the employer. The scoring criteria appear to be very general and no specific criteria have been formulated to explain score differences. Embassy staff working in development cooperation are not consulted as part of the process. Due to the lack of data in the Embassy regarding the alumni, it is currently not possible for the Fellowship officer to take into consideration the total amount of alumni (and their position) in the organisation of the applicant.

## Relevance

Given the increased numbers of higher education facilities and manpower but limited offer in post graduate programmes and lacking quality of courses there is still a clear need for external support. The selected organisations still experience (quantitative and qualitative) shortages in manpower.

The new selection procedure provides the Royal Netherlands Embassy with the opportunity to link the NFP with its development policy for Ethiopia. The present focus areas of the Embassy however do not fully align with the Ethiopian development agenda, which emphasises human resource development in technological areas and natural science.

The main reason alumni applied for the NFP fellowship is to get a high quality education/ training that they are unable to access in Ethiopia, in order to enhance their skills and knowledge. Particularly respondents working for research institutes and universities applied for multiple fellowships, including Vlir and Daad whilst other respondents only applied for a NFP fellowship.

Shortages of qualified manpower is the main reason for employers to approve (write a letter of recommendation) the application of their staff, request a tailor made course or, in one case, apply for a multi-year agreement. In research institutes and universities, staff are allowed to pursue a Master or PhD. Other organisations, and especially government departments, encourage staff to obtain a Master degree. Most of the organisations interviewed have staff development plans but resources are limited. Moreover the number of scholarship assigned through the government is limited by government policy, which prioritises university staff. Many of the selected organisations mentioned that they benefitted from NFP but still face shortages of qualified staff. Large staff turnover is one of the main causes for these manpower shortages. Most of the selected organisations have difficulties retaining staff. Only universities appear to be more successful in keeping their trained staff.

When an organisation fits with the development cooperation agenda of a donor, it tends to have priorities that also align with other donors. As a result, organisations with a niche (technical) expertise and role in Ethiopia, do not receive many other opportunities. Universities, for example, receive fellowship opportunities through various capacity building programmes and fellowship programmes by multiple donors. For technical organisations, such as the Ethiopian Geological Survey, NFP is an important (sole) instrument in their staff development policy.

The NFP provides relevant support in view of the needs of the selected organisations. Some considerations regarding the added value of the some of the interventions include that:

- Both international NGOs interviewed have extensive staff development programmes which provide for education and training opportunities both in Ethiopia as well as abroad;
- A reasonable number of university staff (25% of all fellowships) receive fellowships in cases in combination with NPT/Niche projects or similar cooperation programmes of other donors that could have provided for these fellowships as well;

- There is no alignment of priorities with the national government or other donors and organisations.

## Effectiveness

The effectiveness of the Netherlands Fellowship Programme can be identified on three levels: on individual level, organisation/company level and societal level targeted through the programme.

### *Individual level (alumni)*

The Ethiopian alumni and employers of alumni recognize overall rather similar effects for the individual participants of the Netherlands Fellowship Programme, the majority of which are overwhelmingly positive.

### Value of the Fellowship

All alumni interviewed in Ethiopia identified the NFP fellowship to be an important aspect of their education. In particular the students who obtained a Master or PhD in the Netherlands, highlighted that the financial support was essential to their studies. Multiple interviewees explained that leaving to the Netherlands at mid-career level often meant they left behind a spouse and/or children and financial obligations such as homes and loans. As a result, the funding of the programme helped them firstly in making the decision to go and secondly in being able to finish the degree, as the costs of the degree were fully covered. The alumni on the whole confirmed they would not have chosen to pursue their degree if the NFP or an alternative donor would not have funded their studies.

Whereas Master and PhD applicants have the opportunity to apply for other sources of funding, the specific short courses and tailor made courses would not have taken place without the NFP. The availability of the funding therefore shaped the training programme provided for the staff.

### Value of education and individual gains

In terms of the value of the education and training funded through NFP, all modalities were highly appreciated by the respondents. Particularly the practical aspect of the courses and quality of teachers were mentioned. The alumni indicated that their expectations were largely or fully met.

The alumni who went to the Netherlands, identified many direct and indirect benefits of their experience in addition to their qualification. These effects can be grouped in the following three types of effects:

- New or updated technical skills and knowledge needed for work;
- Improved social competences (ranging from generic communication to teamwork and presentation skills);
- Increased self-confidence and motivation in their work.

An example of how alumni have benefited personally and professionally can be found in the following box on the University of Hawassa.

#### **Academia: University of Hawassa**

Within the context of increasing access to university level education, Ethiopia has undergone an expansion of new universities in rural areas. The need for capacity development through increasing the level of education of the staff of these new universities was highlighted in several of the interviews. Though located outside of the capital city, Hawassa University is not one of these new universities. Nevertheless, due to

insufficient funding the capacity of the staff varies across departments, with several departments lacking sufficient Master and PhD trained lecturers and research capacity.

A number of staff within the College of Natural and Computational Sciences followed the Master courses in the field of environmental sciences as well as water management through the NFP. Five of these fellows were interviewed.

In terms of the effectiveness of their experience in the Netherlands, both the employer and the alumni agreed that the most notable outcome of their education had in fact been that their teaching skills had changed. They explained that the participative approach and interactive teacher-student relationship, as is custom in the Netherlands, not only led to them learning more technical knowledge in their field but also taught them valuable pedagogical lessons. Interviews with NFP Alumni of Addis Ababa University echoed these findings.

Although the class size, which can be over 100 students, is a significant obstacle to applying the newly learned teaching methods consistently, it is applied where possible, for example, by splitting up classes in groups and assigning group work. Although still an orthodox method for Ethiopian university level of teaching, the alumni indicated that they teach with more confidence in their approach and methodologies. The satisfaction surveys showed also that this was very much valued by their students.

In addition to teaching, they noticed that their research work and management role in the University had improved significantly through their increased analytical and communication skills. Through the diversity of cultures amongst the fellow students during their NFP period, they all stressed that they were now better able to work with different cultures and mind-sets. Being part of a team of professionals with different opinions has become more natural, allowing them to more freely express their opinion and interject when appropriate. A cultural change all confirmed they would not have done before their time in the Netherlands.

Obtaining a higher degree of education led to title promotion and/ or increased responsibility and salary increases in most selected cases. These promotions are not related to having international experience and therefore also occur when a Master or PhD is obtained through an Ethiopian University. Several of the alumni who obtained a Master or PhD through NFP and did not hold that level of qualification beforehand, confirmed in the interviews that they had been promoted and/or had received a salary increase upon returning to Ethiopia. In universities and research institutes this is an automatic process. In other organisations not all staff were given this opportunity. In these cases this was the result of either not having a vacancy at a higher level or a procedure for promotion that depended on competition and required not only higher qualifications but also specific performances on the job (in terms of length and quality of work).

#### *Organisational Level (employers)*

The benefits of NFP that the interviewees identified at organisational level tend to be the result of the knowledge exchange through trainings and workshops provided by the alumni in their organisation. In most cases this has been an initiative of the alumni themselves. Employers indicated that they usually request for written briefs of their newly acquired skills. Some of organisations, such as the Hawassa University and both NGOs, specifically request short courses to ensure a transfer of knowledge.

Interviewees indicated that organisations benefitted the most from improved technical skills of the alumni and the exchange effect on colleagues. They provided an opportunity for improved efficiency, quality of organisational outputs and innovation. To a lesser extent, organisational benefits related to behavioural change of organisations were mentioned. The examples provided showed that the extent to which change was able to manifest varied across greatly, as indicated in

the next section on influencing factors. One of the interviewees, for example, stated that momentum for organisational change in his division was only achieved when he was promoted to a director position and more colleagues were trained in similar courses. This led to a changed working culture and more emphasis on knowledge management.

The organisations in which NFP alumni work are not necessarily the organisations which have sent them to participate in the programme. A high turnover of staff is common amongst Ethiopian government institutions and organisations, due to discrepancies in salaries between the government and private and non-profit sector. A World Bank study in 2005 highlighted that the gap between government sector salaries and international NGOs, for example, can be as much as 1:10.<sup>86</sup> A relatively large number of alumni within the selected organisations did not return to or have left the organisations they worked for. For instance, all of the NFP alumni working for the two selected NGOs had left the organisations. They are working for other organisations in Ethiopia, in the regions but also in countries like the US.

The effects of NFP on the organisations therefore vary greatly depending on whether there is a critical mass of alumni and whether they are able to retain them. Besides, the high turnover of staff includes the management and HR level which sign the approval for staff to participate in NFP. As a result, the effect of the programme is not always noted by the employers. The following box provides an example of an organisation in which a critical mass was able to participate in NFP and for whom a large number remained employed afterwards.

#### **Government Bureau: Marketing and Cooperative Development\**

The Bureau of Marketing and Cooperative Development is responsible for the development of cooperatives across the SNNP region. There are approximately 22 staff members at bureau level and 136 at zonal and woreda (district) level. Through a multi-annual agreement plan, 12 Master courses were followed in the Netherlands and nearly all bureau and some zonal level staff (54 in total) participated in short-term courses, a further 20 staff received tailor made training. Some of the short-term courses followed included: Managerial Control & Mgt of Information System (MCMIS), Mgt of change for organizational Transition (CM), Project Appraisal & Mgt (PAM), Marketing of Service (MOS), Financial Management (FM) and Business dynamics (BD).

Due to the large number of bureau staff members that were able to participate in the courses, a change in the organizational culture had been felt after the programme ended. Particularly in terms of organizational structure and daily routines it was felt that their efficiency had increased at head office. Through the training they had received, they were able to pass on the acquired skills through further training at zonal and woreda level. With their increased capacity, they have further been able to support more cooperatives in new areas and participate in the design of new policy on cooperative development. According to their own internal review, the multi-annual partnership provided the following benefits:

- The delivery system of support services to cooperatives and their members is strengthened;
- The professional skills of 34 staff members to deliver support services to cooperatives and their members are improved;
- Market oriented business development for different types of cooperative;
- Ability to design a feasible business plan for a cooperative in all its aspects;
- Awareness of the factors that influence the functioning of the cooperative;
- Awareness of the role of cooperatives within the chain and able to make use of opportunities regarding chain development and management;
- Ability to choose among different training techniques and aids;

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<sup>86</sup> Civil Service Employment and Pay in Ethiopia: Challenges for Service Deliveries and Achieving the MDGs, Mohammed Mussa.

- Ability to develop training materials that support a training.

The effects of the programme are therefore multiple and long-lasting. Most of the staff who were employed at bureau level in 2012 had received the NFP training. The reason for such low turnover is mostly due to the nature of the profession as there are few other career opportunities for those working in cooperatives. The effects of the organisational support is easier to trickle to the country due to importance of the agricultural sector in the Ethiopian economy.

In addition to the direct effects on the organisation, one of the Master graduates left the organisation to become a University lecturer. With his knowledge obtained through the programme, he was able to open up the first university level courses on cooperatives. While this is a relatively recent move, the respondents highlighted this move as a potential to increase the quality of future cooperative workers and a way to attract more individuals to the sector.

None of the selected employers have or maintain contact with the Dutch counterparts (Nuffic, Royal Netherlands Embassy and HEI). There is no follow up from the Embassy once a participant has been selected. Only in rare cases there are strategic plans (internal selections) to develop the organisation using NFP. A number of the employer interviewees commented that they would like to have a say in the selection of fellows to be able to prioritise for their organisation as a whole. Hawassa University for instance mentioned that the agricultural faculty has a very high number of professional staff with a PHD (over 80%) because fellowship programmes in general tend to favour whilst other faculties are much more in need of such positions.

#### *Influencing factors and obstacles*

According to the alumni interviewed, regardless of the higher education institute in the Netherlands, the education provided was designed in such a way that it was mostly relevant to their work and that they were able to bring back that which they had learned. However, upon return a number of obstacles are mentioned, both for the alumni and organisation, before the learned materials could be used. Depending on the type of organisation, the obstacles could range from cultural (institutional aversion to change) to economical (lack of financing for necessarily materials), but in all cases a demotivating factor.

Respondents of organisations where a large number of staff had been able to participate over time noted less frustration with organisational and cultural barriers than those where only a few had sporadically studied abroad. Conservative leadership in Ethiopian organisation makes it difficult to achieve organisation change. It should be noted that several of the organisations also receive education and training opportunities from other donors. In the case of organisations with few NFP alumni, but large numbers of other Western educated staff, the organisational barriers were lower. The least amount of organisational obstacles were in those organisations where management had participated in education and training courses, whether funded through NFP or other programmes. To overcome organisational obstacles, the alumni explained that they encourage fellow colleagues to apply for NFP with the hope to create a critical mass for change.

Economic obstacles were stressed especially by staff who are involved in technical professions requiring expensive equipment such as the research centres and universities. Both funding for research and funding for equipment were found to be insufficiently available to apply the full knowledge learned through the NFP. During a conference on Norhed the new higher education cooperation programme of NORAD, a large number of African universities also highlighted that funding for equipment and research was just as important, if not more, than funding for degrees.



### Country level

The complexity and nature of the programme and its current way of recording and tracking alumni does not facilitate data gathering necessary for the analysis of possible country level effects. There are however, indirect and anecdotal pieces of evidence demonstrating country level effects.

As was mentioned before, high turnover of staff that obtained a Master or PhD abroad, is an obstacle to the development of the organizations. However, at country level this has had less negative effects. In fact, the majority of alumni return to Ethiopia and continue to work to support the development of the country. The new skills and competences that were identified to be effects of the programme at individual level, may then support broader development on the whole. This is in contrast with, for example, the previous NORAD programme, which noted that nearly 75% of alumni did not return to their home country after completion of their study.<sup>87</sup>

Particularly international NGOs located in the capital city have benefited from the upgraded qualifications of the individuals, as they tend to provide the better salary packages. Several employers raised questions with the level of education required for various organisations. They suggested that the loss of PhD qualified personal from research functions to the NGO sector, due to higher paid salaries, is not a positive development for the country as a whole.

Nearly all employers confirmed that an important feature of attractive employment in Ethiopia is access to services (education, health care, shops) and salary packages. There are few locations in Ethiopia where this is possible, which means that alumni who leave employment post their degree tend to relocate to the capital city. As a result, the intended effect of NFP in terms of supporting remote areas is a difficult one in Ethiopia. Nevertheless, the alumni do tend to work on development related issues. The following box provides an example of the contribution of NFP to achievements at regional/ country level.

#### **NGO: Menschen 4 Menschen**

The following example provides a detailed account of the role of NFP in Menschen 4 Menschen, one of the largest NGOs in Ethiopia. Although only 2 staff members obtained a Master through NFP, their education has had sufficient effect to be remembered by the organisation.

The focus of Menschen 4 Menschen is on rural development, ranging from empowerment of women to access to sanitation. There are approximately 785 staff members all over the country, many of them in remote areas. Per project area there are 60-80 staff, managed by 7 project managers. All project managers must have a BA before they can have this position, and most of the current staff at this position obtained their BA in Ethiopia. All project managers are encouraged to look for possible scholarships to obtain a Master degree as the organization has recognized that the project management position requires most staff to expand their skills and knowledge, both in term so technical knowledge in the field of rural development (innovative/new approaches as well as the deepening understanding of existing knowledge) as well as in terms of management skills.

Project managers are allowed to go on leave for the period of their study and obtain partial salary compensation and they are guaranteed that their job is safe when they return. Both men and women of management positions are allowed to apply, but women are approached directly by the organization with suggestions for degrees, as there are very few women who make it to high-level management. In addition employees are allowed to take short courses. Short courses are provided through the organization itself,

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<sup>87</sup> Based on interviews with NORAD.

usually in the capital city, or when necessary in the remote locations. Trainings are in English and open to all levels of staff. They are organised ad hoc, as the need arises.

Once a project manager graduates from their a Master or PhD, they are required to:

- Return to the remote area where they were leading the project before;
- Share the knowledge through training and debriefing sessions both at head office and locally;
- Work for the organization for at least 1 year after completing their degree, regardless of the length and level of study.

In the case of the NFP alumni, the organization had started the process by identifying two successful female project managers and making them aware of the opportunity through the information provided by the Netherlands Embassy and encouraging them to apply. These two women obtained their Master degree in the Netherlands in 2005 and 2009. They were single women without children and both were the Head of a project group in two different remote areas. One woman specialized in health (female mutilation) the other in empowerment and both specialised in rural development. According to the employer, these are the kind of topics the projects work with and appropriate to the regional needs.

The organization identified that both degrees directly benefited the organization and the development of their work, but more importantly, that it supported the country at large. Upon returning to the organization, the two women fulfilled their requirements and indeed trained their staff in the remote areas and the staff at head office of that which was relevant to their work. They furthermore returned motivated to work and brought back new ideas and innovative approaches to obstacles the organization had faced. For example, one of them returned with the idea that a credit facility for women could work in her region of work. This was not considered before in that specific region. She was provided with a starting capital of 500 000 birr from the organization, which was used to lend money to 150 women. The programme worked and payments returned in such a way that two years later the credit facility had reached 600 women and now contains 2.7 million birr. Other regions are now learning from this example to set up a similar fund.

The organization anticipated that the women would eventually leave the organization, as raising a family in such remote areas is not popular amongst those who are able to move to the city. Particularly highly educated women tend to leave the organization if they are not able to work at the head office. Both women indeed have left the organization after completing their obligatory one year of post-degree employment. Both women now work for NGOs in Addis, where they are paid better. Within the organization losing these women, although unfortunate, was not considered a loss, because "as long as they serve their country, the organization is fully satisfied. We are here for rural development and the country's development as a whole".

The NFP programme in Ethiopia is set up to reach individuals rather than organisations. Only a very limited number of agreements (MYA and TM) with organisations have been made. As a result, ensuring the return of the highly qualified staff to the country is one of the essential features to ensure a ripple effect reaching country level benefits. The education and training provided to individuals can contribute to economic, environmental and social development either by improving the functioning of the organisation. This can be reflected by improved:

- levels of services delivered by the organisation;
- effectiveness of the organisation within the policy environment;
- targeting to areas of need and attracting more resources;
- engagement in lobby and advocacy.

It should be noted that under the current government policies that restrict lobbying and advocacy, the last point will be particularly difficult to achieve.

The potential contribution that each of the selected organisations makes to the development of the country varies greatly. A successful programme at a University, for example, will have a more indirect effect on development than for example, an NGO or Government Bureau tasked with direct support to people and organisations. The example of Cooperative Development Department showed that a strategic partnership, through a multi-annual plan, improved capacity of the organization and did enhance their service delivery to a specific region country as a whole.

In organisations where a large number of staff have been able to participate in the programme such as the Ethiopian Agricultural Research Organisation (EARO) and the Geological Survey of Ethiopia (GSE), the organisations appreciate the up skilling of staff but particularly in the case of EARO it is hard to link the effect of NFP to their overall performance as the organisation experienced high turnover in staff and benefited from multiple capacity development programmes.

Lastly, due to the size of the programme in Ethiopia, there could have been important effects on Dutch-Ethiopian relations, both economically and politically. In the last case, it was noted that the current President is a former fellow of the programme. Both the Embassy and alumni highlighted that the President has indeed been present at alumni gatherings of the programme, however, there is no evidence to suggest that the programme has resulted in improved economic and social relations for the Netherlands. There are currently no resources allocated to the monitoring or maintenance of contacts with either the employers or the alumni. Due to the large size of the alumni group and organisations, it is felt that this is a missed opportunity.

## Efficiency

### *Application and selection process*

The number of Ethiopian applicants exceeded 1500 in 2011 and is expected to be close to 2000 in 2012. The large number of applications creates a considerable administrative burden. SOL made the process of applications much easier, especially for the applications, but also for the Embassy where there is no longer a long row of applicants. Fellows stated that the new digital application system makes the programme highly accessible to everyone as registration can take place online and there is no need anymore to travel to Addis Ababa. In the regions it is more difficult to access the website or information sent via e-mail as connection in some parts of the country is minimal and unreliable.

However, SOL also resulted in a much higher rate of application. Due to the late introduction of the new system and the high number of applications, the deadline was not met by the Embassy for the eligibility check procedure. Because of the high number of applications, and the many changes (including no longer needing to include a government –MoE- document), the Embassy indicated the programme caused an organisational constraint.

The Embassy has taken additional measures for background checks of the applicants to prevent that the selected fellows remain in the Netherlands. They check for intent and their role in the organisation. These background checks have increased since the Embassy found that the disappearance of fellows was not pursued sufficiently by NUFFIC. There have been five disappearances over the past few years. It is felt that Nuffic has not always keeps to the programme regulations and approves candidates which have not passed the eligibility check made by the Embassy. This concerns applicants for which the Embassy has serious doubts whether the applicant is actually working for the employer organisation or whether the employer organisation is actually existing.

### *Quality of education*

Currently the application procedure does not entail an English language test. Two of the alumni interviewed during the field visit showed a very limited understanding of the English language although they had both finished a master education in the Netherlands. This raises question on their ability to have participated fully in the courses and produced good quality papers.

Respondents felt that in general understanding of the English language among graduates had deteriorated compared to some years ago and expect it to be even less in the near future as English is not a requirement anymore for technological and natural science studies. Moreover the present government promotes the use of own languages which in cases even makes that students have difficulties to follow courses taught in Amaharic the national language.

The monitoring activities of HEI and Nuffic focus only on the alumni. Some of the employers felt that they should also be approached for feedback on the match between course content and their specific work process.

### *Cost-effectiveness*

The perceived cost-effectiveness of the different modalities differs per organisation. Logically respondents from universities and research institutes very much value the PhD and MA/MSc modalities. Short courses are seen as a very efficient way to get in touch with state of the art expertise by these institutions. An additional advantage is that the specific content of short courses is easier to share with colleagues. Respondents from other employers also value MA/MSc education as it provides staff with a more integrated knowledge which is lacking in the Ethiopian system. Short courses however are felt to be more cost effective as staff will only be absent for a limited period of time. Several of the respondents indicated that they need the staff to upgrade their skills, but that the short-term courses or tailor-made courses could provide such trainings without losing their staff. It would be ideal for many of them to have Master level (sub)management staff, but many proposed they would prefer short term courses in the country where more staff could participate. In this respect it was that short courses may be more cost-effective because staff who graduates for their MA/MSc through programmes Like NFP are more likely to leave the organisation.

Academic organisations were the only ones to indicate that PhD programmes were highly appreciated and sought after. Other employers felt that PhD programmes can take too long and that the risk of losing the staff afterwards was too high.

No joint degree or double degree programme or so-called sandwich programmes by Ethiopian and Netherland HEI have been established.

### *Alumni relations*

Alumni networks play a limited role in Ethiopia. Although Ethiopia is one of the countries or the country with the largest number of NFP alumni no Netherlands-Ethiopia alumni network has been established in Ethiopia. A recent attempt supported by the Netherlands Embassy has failed because of fraud by an alumni. Respondents indicate that they would very much value a Netherlands – Ethiopia Network. Many alumni keep in touch with the university where they studied in the Netherlands. The staff of the Geological Survey of Ethiopia, for example, receive frequent bulletins from ITC and occasional refresher courses or alumni meetings. These contribute to continued exchange of practises, updating of technical knowledge and further institutionalisation of change. The ability to increase performance and work better with other colleagues, was indicated multiple times as a boost for motivation. Some HEI like ICT and Unesco-IHE have active networks in Ethiopia. The institutions visit the country regularly and provide alumni with information on new courses etc.

## Lessons and recommendations

In this section the specific conclusions for the different evaluation criteria presented in the previous sections will not be repeated. During the field visit all respondents stress the importance of the continuation of NFP. The following suggestions for improvement were made:

- Built in more components that allow people to return for instance support alumni for another three months as in Europe, allow for sufficient luggage to be taken back or provide return opportunities;
- Contact organisations for their staff/ strategic development priorities;
- It would be advisable for HEI to also contact employers for feedback on course content and link with the working process;
- Allow more time for some of the courses, it is felt that specifically the ICT courses had a very tight timeframe;
- Considering the focus at staff at mid-career level the programme should offer opportunities for families;
- For the sustainability of the program, it is important that it is in line with the development policy and strategies of the Ethiopia which means the fellowships should be planned in consultation with the relevant institutions of the Ethiopian Government;
- The selection procedures of candidates need to be clear and information needs to be shared with potential beneficiaries of the programme but also the organisations.

## List of Respondents

| Name                   | Institution                                | Position                       |
|------------------------|--|--------------------------------|
| YohanHelland           | Norwegian Embassy                          | Head of NORAD                  |
| DrJeilu Omer           | Addis Ababa University                     | Academic Vice President        |
| DrBeyu Chane           | Technology Faculty, Addis Ababa University | Head of River Basin Management |
| Mulu Nega              | idem                                       | Alumni                         |
| Mulatu Alemayehu       | idem                                       | Alumni                         |
| MulugetDebol           | Oromiya Health Bureau                      | Head of HRD                    |
| Girma Kebede           | Oromiya Health Bureau                      | Project coordinator            |
| Amsalu Abebe           | The British Council                        | Project Manager                |
| Selam Alebel           | The British Council                        | Project Coordinator            |
| Doris Gebru-Zeilermayr | Austrian Development Cooperation           | Programme Manager              |
| Yacob Metena           | ActionAid Ethiopia                         | Programme Management Manager   |
| Franta Wijchers        | Royal Netherlands Embassy                  | First Secretary                |
| Martha Abraha          | Royal Netherlands Embassy                  | Fellowship Programme officer   |
| Ali Sulieman           | Anti-corruption and Ethics Commission      | Commissioner                   |
| Mekonnen Zegeye        | Anti-Corruption and Ethics Commission      | Administrator                  |
| Woinshet Aye           | Geological Survey of Ethiopia (GSE)        | Alumni                         |
| Kebede Wollier         | Geological Survey of Ethiopia              | Alumni                         |
| Zulfa Abdurahman       | Geological Survey of Ethiopia              | Alumni                         |
| Letta Alemayehu        | Geological Survey of Ethiopia              | Alumni                         |
| Samuel Molla           | Geological Survey of Ethiopia              | Alumni                         |
| Tilahun Yegile         | Geological Survey of Ethiopia              | Head of HR                     |
| Getachew Nemera        | Mensen fur Mensen                          | General Administrator          |
| Girma Moges            | Ethiopian Agric Research Organization      | Alumni                         |

| Name              | Institution                                       | Position                               |
|-------------------|---|--|
|                   | (EARO)  |  |
| Etsegenet Kiflu   | Ethiopian Agric Research Organization (EARO)      | Alumni                                 |
| Negassa           | Idem  | Alumni                                 |
| Solomon Bekele    | EARO (Telephone conversation)                     | Head of Administration                 |
| Alemayehu Muluneh | Hawassa University                                | Alumni                                 |
| Assegid Cherinet  | Hawassa University                                | Alumni                                 |
| Tafesse Kefiyalew | Hawassa University                                | Alumni                                 |
| Mekuria Teshome   | Hawassa University                                | Alumni                                 |
| DrNigatu Regassa  | Hawassa University                                | Representative of Academic V President |
| DrGirma Tilahun   | Hawassa University                                | Head of Biology Department             |
| Maru Argaw        | SNNP Bureau of Marketing and Cooperative Dev      | Alumni                                 |
| Mesfin Eshetu     | Idem  | Alumni                                 |
| Kema Keyamo       | idem  | Alumni                                 |
| Gebayew Solomon   | Idem  | Alumni                                 |
| Usman Surur       | idem  | Deputy Head                            |
| Belaineh Teshome  | Hawassa Municipality                              | Head of Office                         |
| Bahirua Eshete    | Hawassa Municipality                              | Alumni                                 |
| Tadesse Nigatu    | Ethiopian Health and Nutrition Research Institute | Head of HR                             |
| Dr orknes Ayele   | Ethiopian Health and Nutrition Research Institute | Head of influenza Dept                 |
| Workabeba Bahiru  | Ministry of Civil Service                         | Head of HR                             |
| Eshetu Yitna      | Ministry of Labour and Social Affairs             | Head of Admin                          |
| Getachew Regassa  | Chamber of Commerce                               | Secretary General                      |
| Mitiku Berecha    | Ministry of Education                             | Head of Scholarship                    |
| Hans Bauert       | VLIR  | Country representative                 |
| Dr Jana Zehle     | DAAD  | Vice-director                          |

# Country Report Ghana

## Introduction

Ghana has received a substantial number of scholarships in the period 2002 -2010 for amongst others courses in health and was therefore selected as a country case study for the evaluation of the Netherlands Fellowship Programme. The country visit to Ghana took place from November 7<sup>th</sup> to November 18<sup>th</sup> 2011. The evaluation team was composed of John Adraky and Anja Willemsen.

In terms of process the main limitation in data gathering was the difficulty tracing alumni within the selected organisations. The data provided by Nuffic only included the last name of alumni which made it very difficult to trace alumni, particularly in case of women. Moreover not all alumni and or courses taken per alumni appeared to be included in the list. In some of the cases also employers did not have the oversight of staff studied through NFP or the location of the staff in question. Specifically in the case of the Ghana Health service this has been a problem.

The report is based on interviews conducted during the country visit with selected alumni, employers and other stakeholders and donors. The institutions interviewed are listed in the table below:

**Table 1 Selected employers and stakeholders for NFP country study Ghana**

| Respondents                   | List of Institutions  |
|-------------------------------|---|
| Employers                     | <ul style="list-style-type: none"><li>• Ministry of Food and Agriculture;</li><li>• National Health Insurance Authority;</li><li>• Electricity Company of Ghana;</li><li>• Environmental Protection Agency;</li><li>• Water Resource Commission;</li><li>• Youth Harvest Foundation;</li><li>• Ghana Health Services;</li><li>• Cape Coast University;</li><li>• Swan Construction Company Limited.</li></ul> |
| Stakeholders and other donors | <ul style="list-style-type: none"><li>• Royal Netherlands Embassy;</li><li>• Danida;</li><li>• United States Embassy;</li><li>• World Bank;</li><li>• Ministry of Employment and Social Welfare;</li><li>• Ministry of Finance and Economic Planning;</li><li>• JICA;</li><li>• Netherlands-Ghana Alumni association.</li></ul>   |

**Note:** A detailed list of the selected institutions and respondents is presented in Annex 1.

## Context

### *National Policies Higher education*

The Ghana Poverty reduction Strategy (GPRS) identifies education at all levels including tertiary education as key for Ghana's human resource development. As part of the strategies, Government aims to support the private sector and civil society involvement in tertiary education through fundraising and curriculum development. It is also considering plans to increase the use of distance

education programmes. The relevant policy objectives for higher education formulated by the Government are presented below:

- To ensure that tertiary education is co-ordinated with all other sub-sectors of the educational system and overall national development, education policies and procedures;
- To make tertiary education more cost effective and more accessible to an increasing number of students through increased efficiency in the utilization of space, resources and personnel;
- To provide access to tertiary education for all qualified students, and especially to increase the proportion of female students;
- To introduce programmes geared to the training needs of working people for national development;
- To ensure balance between the supply of trained personnel and labour market demand;
- To improve the internal administration of all tertiary teaching institutions.

Education is mainly financed by the Ministry of Education (72% in 2008), the GETFund (9.5% in 2008), internally generated funds by institutions (9% in 2008) and multilateral and bilateral donors (9.5% in 2008; Ghana MOESS, 2008). In 2010, Ghana's budget on education was 27.4% of the total national budget). Within the government, the MOE traditionally receives the largest share of the national budget.

#### **The Ghana Educational Trust fund (GETFUND)**

The Ghana Educational Trust fund (GETFUND) was established by an Act of Parliament in August 2001 to assist with the nationwide financing of education at all levels. The Fund's specific role is to complement government efforts in providing the needed resources for development and not to take over government's primary role of making budgetary allocation for the development of educational infrastructure. Although, it was initially set-up to finance public tertiary education, it has supported initiatives by private tertiary institutions by providing financial assistance due to the vital supportive role they play in pursuing the country's human resource development. Some key areas of tertiary education which the Fund supports are:

- Subsidies for tertiary academic user fees;
- Payment for infrastructure projects in tertiary education institutions;
- Provision of vehicles, computers and equipment for tertiary institutions;
- Students loan scheme.

#### **Tertiary Education in Ghana**

Higher education in Ghana is offered at universities and institutions for higher professional education. Theoretical education is offered by both public universities and private national or international universities, while professional education is offered at the ten national polytechnics and several national or international specialized colleges that are affiliated to some of the local universities for the award of professional bachelor and postgraduate degrees<sup>88</sup>.

The National Council for Tertiary Education (NCTE) is responsible for regulation of tertiary education. The council was established through the NCTE Act 454 in 1993 to among other things advise the Minister of Education on the development of institutions for tertiary education in Ghana.

All tertiary institutions must be accredited by the National Accreditation Board which has to issue a Certificate of Institutional Accreditation and a Certificate of Programme Accreditation. To operate as a full-fledged university, the institution must, in addition obtain a Presidential Charter to enable it

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<sup>88</sup> *Alignment of higher professional education with the needs of the local labour market: The case of Ghana*, Mtinkheni Gondwe, Jos Walenkamp, April 2011, Nuffic.



award its own certificates, diplomas and degrees. This involves a process of visitations by a panel appointed by the National Accreditation Board to assess and approve of facilities and programmes.

### *General Development Higher Education*

Apart from the six public universities in Ghana<sup>89</sup>, 16 private universities have been accredited by the National Accreditation Board to offer various degree programs. These private universities offer degree programmes in religious and theological studies, administration and accountancy amongst other courses of study.

Demand for entry into the six public universities is generally higher than that of their private counterparts due to their presence in the industry for a longer period of time, coupled with the subsidised fees they charge. Enrolment in higher education (universities) has grown from 106,723 students in 2005/2006 to 128,319 in the year 2009/2010. Data on enrolment levels for the six public universities in the 2009/2010<sup>90</sup> academic year indicated that 107,640 students were enrolled, whilst the private universities enrolled 20,679 students. Out of this number, University of Ghana admitted 33.5%, Kwame Nkrumah University of Science and Technology admitted 22.4%, University of Cape Coast admitted 14.3%, University of Winneba admitted 14.4%, University of Development Studies admitted 13.9% and University of Mines and Technology admitted 1.3%. The data also shows that female enrolment in the Universities is between 25% and 35% annually.

The private universities have altogether a total of about 29,000 students<sup>91</sup>. This number is almost equivalent to enrolment in the University of Ghana. The total enrolment of students in private universities is 20% of the total number of students in the public universities in Ghana.

### **Private Sector Participation**

In Ghana, private universities offer a potentially viable alternative for expanding access to higher education without incurring significant government costs. This factor has earned private education the praise of education experts and government officials alike. As financially strapped public universities find themselves increasingly hard-pressed to absorb the rapidly escalating numbers of secondary school graduates - the combined effect of population growth and rising demand, the Ghana government has recognized the difficulty of carrying the burden of education through public funding alone and thus the reforms to facilitate non-governmental participation in the provision of higher education in the Country.

### **Challenges**

Notwithstanding the zeal of entrepreneurs and other bodies to set up private tertiary institutions, they are faced with a number of challenges<sup>92</sup>. These include:

- Insufficient financing: Ghana is generally faced with a dearth of long term funding. This has affected development of infrastructure for tertiary institutions as the sources of long term funding are inadequate;
- Questioned quality. Respondents felt that a number of them should not have got their accreditation;
- Inadequate infrastructure: Infrastructure in most universities in the country is poor. There is the need for more physical and academic facilities and resources to enhance teaching and learning;

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<sup>89</sup> Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, University of Ghana, Accra, University of Cape Coast (UCC), Cape Coast, University of Education (UEW), Winneba, University for Development Studies (UDS), Tamale and University of Mines and Technology (UMaT) Tarkwa.

<sup>90</sup> EMIS 2009/2010.

<sup>91</sup> <http://www.centraluniversity.org/vpyg-10th-anniv.htm>.

<sup>92</sup> [http://www.bc.edu/bc\\_org/avp/soe/cihe/inhea/profiles/Ghana.htm](http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profiles/Ghana.htm).

- Staff turnover: Staff turnover is one of the main concerns of most tertiary institutions. This is due to the relatively poor salary structure that still persists though there has been some improvements during the past decade;
- Weak technical and vocational education and training facilities for industrial expansion, and weak linkage of programmes with social and productive sectors of the economy.

#### *Availability of (Qualitative and Quantitative) Higher Skilled Manpower*

Qualitative and quantitative manpower is required for the desired development of the country. The country's public and private universities produce large numbers of graduates annually however the quality of education in the country currently leaves much to be desired. As a result, much of the training is theoretical and students have very little exposure to practical application of theory. Students more often do not meet the industry requirement standards and therefore employers usually retrain new employees to meet their manpower requirements.

The job market is unable to absorb the large numbers of graduates turned out annually from the private and public universities. Particularly because of governments decision to freeze the number of civil servants in order to increase remuneration. In the past, it took graduated about a year to find a job, but presently, it takes between 2 to 3 years for graduates to find jobs. There is a huge need for quality manpower in all sectors of the economy especially in the decentralised system which government is strengthening currently, the upcoming civil society organisations and in the emerging oil and gas industry. Literature study of Ghana's plans for this industry shows that analyses of manpower needs with regard to the oil and gas industry are already at an advanced stage and that the Ghana National Petroleum Corporation (GNPC, 2009) has identified that the key challenge faced by the country at the moment is the lack of readily available and capable manpower with the appropriate technical skills to support the sector.

Industry has no choice but to employ the available graduates to make them perform their duties efficiently, employers re-train these graduates. This is evident in the many cases where fresh graduates are employed as management trainees or employed on probation for a period of between 6 months and 1 year for skills development and understanding the industry. To increase the skills of staff, organisations provide various training opportunities to employees through the various scholarships/fellowships available in different countries. This helps to develop the right quantity and quality of skilled manpower.

Avenues for external training of employees are limited and therefore some institutions such as the Ghana Institute of Management and Public Administration (GIMPA) provide training for mid-career employees. Some of the courses are done in collaboration with external Institutions of Higher Education. Some of the Universities also collaborate with external Institutions for Higher Education to train locally. For instance the Kwame Nkrumah University of Science and Technology is collaborating with ITC to provide the international programmes locally.

The implementation of the Fellowship Programme has helped organisations to reduce shortages in skilled manpower but this has not fully eliminated shortages of skilled manpower in these organisations. This situation is confirmed by the Ministry of Finance of Economic Planning which indicated that for the Netherlands Fellowship Programme could only train appreciable numbers of people between the medium to long term. The Ministry of employment and Social Welfare also made an assertion that the shortages in skilled manpower was huge and required that many more professionals are trained to increase skilled manpower in Ghana.

### *Fellowship programmes in the country*

The country benefits from a number of scholar/fellowship programmes from other countries. Internally, the Ghana scholarships secretariat administers scholarships on behalf of the Government of Ghana. Scholarships from various countries and the government of Ghana scholarships are administered by the Scholarships Secretariat. The secretariat is involved throughout the application process until award of the scholarship. Interviews with respondents showed that the employers/NFP alumni have benefitted from programmes offered by JICA, DANIDA, World Bank, China, Korea, DAAD, American Embassy. Brief descriptions of selected programmes are presented in the table below.

**Table 2 Brief descriptions of selected programmes**

| Fellowship/Scholarship   | Description of Implementation  |
|--------------------------|--|
| DANIDA                   | <ul style="list-style-type: none"> <li>• The fellowship programme is focused at partner organisation and Private Sector and entails short courses and MA course. Short Courses (1-3 weeks) are paid for by the DFP programme whilst masters have to be financed from programme funds;</li> <li>• “training/ education is sustainability”;</li> <li>• The course offer (specifically put together for Danida) is send the relevant programmes to get applicants from their partners. Partners look for eligible applicants, recently it became more flexible because of focus on private sector development which meant that also outsiders can apply;</li> <li>• Recently some of the courses were localised in consultation with embassy (GIMPA) a.o governance, procurement etc.), participants get a certificate from Denmark and DSA;</li> <li>• The programme in 2011 has trained 60 professionals on the local programme for short course and 12 have been trained on the Master programmes (6 for health – 2 per northern region) in Denmark and 40 have followed the short courses in Denmark, number of applicants is rising (now 80);</li> <li>• Local Danida office screen applicants (interviews) and aims to monitor the performance and progress of the alumni when they return to Ghana(is pilot) - Ultimate selection is made in Denmark based on relevance (current role/ position);</li> <li>• Programme demand-drive, Danida looks at annually at training need.</li> </ul> |
| United States of America | <ul style="list-style-type: none"> <li>• 1) Government programme is designed for High School Teachers, Polytechnics and University Lecturers, young opinion leaders, political and opinion leaders. The underlying philosophy is to bring American and foreign nationals together to promote understanding. – master level, 4-6 per year;</li> <li>• The Embassy reviews the applications and shortlists based on quality of application, Short listed candidates are interviewed by the embassy;</li> <li>• 2) Fulbright, in total 20-30 study places, The fellowship pays all the costs associated with the programme. The programme also supports PhDs for 2 years and in special cases 3 years, which requires the fellows to;</li> <li>• 3) Hubert Humphrey Fellowships, This fellowship is aimed at mid level Ghanaian professionals for 10 months. 5-6 per year non-degree course for 10 months. 35% of the training takes place in the classroom and the 65% is practical training in selected institutions. The programme targets courses in public administration, planning and resource management, public health and agricultural development. New areas that have been added include: Communication, Free market economy and Multi party democratic institutions and human rights. Uses alumni to recruit / screen new fellows. *)-100 applicants, best are reviewed in Ghana, last selection is made in Ghana.</li> </ul>  |

| Fellowship/Scholarship                              | Description of Implementation   |
|---|---|
| <p>Japan International Cooperation Agency- JICA</p> | <ul style="list-style-type: none"> <li>• The programmes offered by JICA include: PhD, Masters, Short Courses (Group Training Courses), Tailor Made Courses (Country Focus Courses), Counterpart Courses-these are project related. The idea is that people working on counterpart projects require some capacity building to sustain the project when Japanese funding for the project is over, and Third Country Courses. These are courses funded by JICA but organised in Egypt, India, Singapore and Malaysia;</li> <li>• The scholarships can only be accessed by governmental agencies. Individuals who do not work in any of the JICA supported sectors (Health, Education, Agriculture, Governance, Energy, Infrastructure, Industrial Sector: support for SMEs cannot access the scholarship;</li> <li>• JICA sends an overall list of available courses available in Japan to the Ministry of Finance and Economic Planning. The course list is usually up to 400. Ghana has a choice up to between 200 to 250 courses. Ministry sends the course list to the relevant ministries and programmes. In some instances, JICA advises the Ministry of Finance to get people from specific programmes;</li> <li>• The majority of applications are for short courses and tailor made courses. Between 100 and 250 people are trained yearly in all the modalities, that is PhD, Masters, Short Courses, Tailor Made Courses and third country courses;</li> <li>• Before fellows leave for Japan it is required to: 1) State objectives for participating in the programme and 2) Develop pre-action plan/interventions with the involvement of the organisation which would be implemented upon return to Ghana of the nominee. It is mandatory for the organisation to be involved in this action plan development so that the nominee is not frustrated when the time comes for the plan to be implemented;</li> <li>• The organisation is involved fully in the application process and endorses the application form. Ministry of Finance also endorses as well as the Training Division of JICA;</li> <li>• Follow Up: Anytime nominees want to implement an action plan, JICA representatives are always available to observe the process. This is later followed by implementation reports.</li> </ul> |

**Table 3 Comparison on NFP s and Programmes of Other Stakeholders**

| Policy  | NFP   | Other Players   |
|---|---|---|
| Fellowship/ Scholarship                             | Provides full fellowship for PhD, Masters and Short Courses.  | Sometimes requires cost sharing for PhD Studies (only two- three years are paid for).   |
| Target groups                                       | Almost no limitations.  | Separate programmes for education institutes, focus at partner organisations.   |
| Involvement of Organisations in application process | NFP focuses on individual staff, organisations need to support the application and write a letter of recommendation.    | Most of the other players work in close collaboration with organisations throughout the application process and for follow up after training. |
| Application Process                                 | Application process to be initiated by the applicant.   | The application process is entirely managed by the organisation.  |
| Response on Application                             | The NFP does not provide any information to the organisation on whether the applicant has been successful or otherwise. | Candidates are carefully screened (and interviewed) to ensure that they are the right candidates including language test.                     |
| Objective Setting                                   | Objectives are not set by many of the applicants before they leave for training.  | Objectives are set and sometimes work plans developed before the nominees leave for training.   |

## Implementation of NFP

### *Implementation of NFP (2002-2010) in Ghana*

According to the data provided by Nuffic the implementation of the Netherlands Fellowship Programme has benefitted about 677 individuals in Ghana in the period 2002-2010, divided in 249 fellowship for Master course, 17 for Phd courses and 411 for short courses. The fellowships were awarded to staff from about 200 different organisations. Almost half of the fellowships (339) went to staff from (semi) government organisations, about one quarter (174) went to staff working for education institutes, 100 fellowships were awarded to staff working for NGOs whilst staff working for companies received 39 fellowship. Notably the category other (25) includes some large companies (e.g. Vodafone Ghana and Grontmij) and some UN organisation (World Food Programme and UNAIDS). The Nuffic report for the period 2003-2010 shows that 33% of the fellowships were granted to women during this period. Besides 84 refresher courses have been granted and seven organisations have benefitted from TM courses and one organisation from a MYA.

### *Selection process and criteria*

The Netherlands government has a MOU with the Ghanaian Ministry of Finance and Economic Planning (MOFED). The NFP Applicants need to be approved by MOFED. The Ministry will check whether candidates fulfil the main criteria set by the Ghanaian Government such as having performed the National service. The ministry is further responsible for brochure dissemination.

The Embassy gives priority to applicants from organisations in the focus areas of the embassy as identified in its multi - year strategic plan: water & sanitation, food security and health, to women and applicants from deprived areas. The fellowship officer further looks at the job the applicant is doing and career direction. The specific guidance for scoring of these criteria have been developed.

Before 2011 the embassy could give recommendations but the Fellowship officer did not know how the scoring worked: "sometimes it worked sometimes not".

From 2012 the eligibility criteria have been moderated as the employer does not need to guaranty that it will continue to pay the salary of participants during the education/training in the Netherlands. This was a problem for particularly NGOs and Companies less for government.

## Relevance

- The educational structure has several challenges of poor infrastructure, increasing number of students per class, inadequate materials, aging lecturers amongst others which make it impossible for them to produce graduates with the desired quality to meet the demand of employers. Consequently when these graduates are employed ultimately, their skills need to be improved through higher training, either in the country or abroad;
- The short context analyse above shows that the programme is addressing real needs in Ghana. The gap in qualified manpower is less in quantity but more in quality of the available manpower. Respondents feel that present Netherlands NFP priorities however are not fully aligned with the present Ghanaian priorities which emphasise manpower development that will support the rise of the oil/gas and mining industry;
- Respondents feel that NFP with its large and broad programme provides a very important opportunity for professionals at mid/career level. In contrast to other programmes the NFP is found to be easily accessible. The programme provides specific possibilities for (smaller) NGO's in deprived areas, not seen in many other programmes which mostly focus on government, larger organisations. *'The poor can get it the programme has no hidden costs'*. Gender equity is a major issue in Ghana, much fewer women than man apply for the NFP. Reasons mentioned are: difficulty to leave family/ home for a longer period and bosses preference for further study by male colleagues;
- The interviews with respondents show that the Netherlands Fellowship Programme holds relevance to the individual beneficiaries. The relevance of the programme is evidenced by the various reasons adduced by the beneficiaries for choosing to train under the Netherlands Fellowship Programme. The key reasons which beneficiaries stated for participating in the programme are upgrade of knowledge and skills (not available in Ghana) and career opportunities;
- Organisations support beneficiaries to access the programme for staff development. Employers interviewed still do have challenges with shortages in skilled manpower in their various organisations and therefore take advantage of the Netherlands Fellowship Programme to train their staff in various courses which have relevance to their organisations. Most of the employers as a result of past positive experience with previous fellowship holders (or being an alumni themselves) readily support the applications of candidates who want to participate in the programme. The criteria for support of an application vary by organisation but involve for all selected employers that the applicant must have worked with the institution for at least three years. In cases employer mentioned that they feel almost forced to give recommendation because they do not want to block any opportunity for their staff. Employers only play a passive role in the process by providing a support letter to the candidate. The selection of the fellows does not necessarily correspond to organisations specific needs and opportunities because the organisations are in most cases not involved in the application process;
- In cases staff is only allowed to apply for selected courses that fit the organisation staff development plan. In the example of the Ministry of Food & Agriculture (MOFA) staff is only allowed to courses the organisation finds to be related to their position/ work area. In cases

were the name of a course is not clear/ misleading this has led to a situation in which staff after their Master still were in need of essential knowledge for their work.

## Effectiveness

Many of the organisations but also alumni interviewed also have benefitted from other capacity building programmes and fellowship programmes. In these cases we had to depend on the respondents to pinpoint the specific effect of the NFP support.

### *Individual level (alumni)*

#### **Value of the Education**

Beneficiaries interviewed made assertions that the programme was very effective through the exposure that they received during the period of training. Respondents consider the following as the most useful elements of the Netherlands Fellowship Programme:

- Practical nature of the Programme: The practical nature of the training exposes participants to several techniques of handling challenges and translating theory into practice;
- Cultural Mix of the Programme: The programme draws participants from various countries and this brings to bear experiences from different cultures which is beneficial to the programme;
- Development of Skills and Knowledge: The programme develops the skills and knowledge of the participants and improves their work performance, elevates their self confidence and equips them with new ways of delivering on their jobs.

The alumni were of the view that their expectations were largely met in terms of the course content and practical aspects.

### *Individual gains*

The alumni interviewed indicated that the training/education received has improved their competence at work, improved their managerial capacity and also enabled them to take up increased responsibility. Their confidence level has also increased and their social competences such as presentation and communication with colleagues and subordinates and report writing skills have also improved. Alumni as well as employers indicated that through the training, they had improved upon their quality of work because they are now able to complete their assignments in time and with much better quality. Employers in addition feel that the alumni also gained self-confidence and are self-motivated to work.

The training opened them to possibilities in their career development. For a number of the alumni, their responsibilities have increased since they returned to their jobs and they are able to cope with the increased work load without difficulty.

### *Career development*

Most of the alumni interviewed returned to their former positions. This is due to the fact that the organisations, with the exception of education institutes have a system which allows promotion through normal procedures and processes. Gaining a higher degree or qualification therefore is not a guarantee for a job promotion. Most alumni, Irrespective of not gaining promotions, are given more responsibilities. Some of the organisations have capitalised on the enhanced capacities of the alumni and tasked them with new assignments. For instance in the Water Resources Commission, one of the MA alumni has been put in full charge of climate change issues. In the Ministry of Food and Agriculture another MA alumni has been given full responsibility for proposal writing and fund raising to support projects.

In a few cases, beneficiaries did not continue to stay with their employers but moved on to other jobs that offered better conditions of service.

#### Utilisation of knowledge and expertise

In many cases, beneficiaries cited the difficulty in applying knowledge which they had acquired from the training. Often no objectives were set for return. The utilisation of their new skills and expertise is limited to the beneficiary's locus of work and the few people he/she interacts with and influences. This is also because most of the alumni are not in managerial positions to influence the policies of the organisation. This situation often results in frustration which sometimes leads to some beneficiaries leaving the institution. 'I should not be treated as similar, my degree should be acknowledge and they should put it task'.

The situation is not different when it comes to knowledge sharing. The few opportunities the alumni have to share their knowledge are during presentations and on-the-job coaching to subordinates and team members.

A positive example in this respect is the Water Resource Commission in Ghana. The Commission is a flat organisation and until a vacancy is created, there are no promotions possible. The alumni are allowed to participate in management meetings share their thoughts on issues.

#### Influencing factors and conditions

A positive example in this respect is the Water Resource Commission in Ghana. The Commission is a flat organisation and until a vacancy is created, there are no promotions possible. The alumni are allowed to participate in management meetings share their thoughts on issues Influencing factors and conditions.

Upon return from their education- training in the Netherlands the alumni faced some obstacles in implementation their gained skills and knowledge:

- **Resistance to change:** dependent on the working culture and his/ her position the alumni is able to implement ideas for organisational change. One of the alumni stated in this respect that: 'the position you have determines what you can bring in' It is difficult to change the Hierarchy; often ideas are valued by their direct bosses but it is more difficult to influence the wider organisation. Moreover organisations often have a slow pace/ change process, and it can take several years before ideas are valued;
- **Limited promotion opportunities** due to particularly political promotions;
- **Lack of resources:** as part of the courses often work plans for the organisations are made to be implemented when the alumni return to their employer. However often hard to implement because of limited availability of budget/logistics/tools etc. This obstacle was specifically mentioned by staff from education institutes and staff involved in more technical professions.

#### Organisational level

Employers interviewed indicated that all the alumni returned to their various organisations upon completion of the course, some of the NFP alumni have left for other institutions.

The most reported effects at organisational level are the improvement technical skills of the alumni and consequent improvement of services delivered (training, extension work, teaching). Alumni have brought in new ideas which in cases have brought increased efficiency and innovation (e.g. better understanding of poultry and field data collection in the MOFA or new methods for data collection in the Environmental Protection Agency).



To a more limited extent change in working culture and organisational strategy are mentioned. Here alumni faced more organisational barriers and effects highly depended on the readiness of the organisation for change.

The organisations still face shortages of qualified staff although turnover in most organisations is low.

Some employers stated that their expectations were not met because they did not have full control and involvement in the determination of the courses that the applicants opted for and were not involved in the nomination of the candidate and the selection process.

The following box provides an example of the contribution of NFP to organisational development.

The **Youth Harvest Foundation (YHF)** is a small NGO in the North of Ghana that provides general support to youth farmers. One of staff members (the present director) of the NGO obtained a Master through NFP, whilst he and another staff member were also involved in a short course. The current director was surprised that he could get a fellowship this easily as fellowship opportunities are scarce in this part of the country. Upon return he was promoted to director of the organisation. After his education in the Netherlands he brought back the capacity to attract funding and enter into partnership with other NGOs and donors. Moreover based on his Dutch experience he introduced some structural changes in working culture to include equal opportunities and team work to bring out the best in each of the team members. Moreover the MA education in the Netherlands brought him respect in society and able to participate in bigger issues. He has established a NGO network in North Ghana to exchange knowledge and promote cooperation.

#### *Country level*

The potential contribution to the wider socio/economic development of the different organisations supported differs for the different selected organisations. The fellowships for staff from for example the university of Cape Coast will have a more indirect contribution than support to the MOFA which in many cases works directly with farmers or the Environmental Protection Agency.

Respondents interviewed indicated that the NFP fellowships did not lead to concrete economic relations with the Netherlands organisations. If these relations existed (such as in the case of the Environmental Protection Agency) they were the result of other cooperation projects. The alumni however feel connected to the Netherlands and many of the alumni interviewed indicate they feel ambassadors for the Netherlands. Considering the long history of the programme in Ghana some of the alumni are now in high positions (minister etc.) and this may benefit Dutch relations with Ghana.

The Embassy does not keep in contact with any of the alumni. Alumni data is not available and not used for specific meetings or other gatherings. It is felt that this is a missed opportunity to promote both political and economic relations.

## Efficiency

#### *Application and selection process*

RNE considers distribution of responsibility efficient (situation 2011), coordination has improved, and much more info is provided. However it is felt that the RNE/NFP lacks information on the side of the organisations/alumni `We have not invested time in discussing (alumni, organisations) e.g. contact with alumni organisations`.

The Ghanaian counterparts and applicants expressed criticism on the selection process which is seen as a black box. The criticism is related to the what is felt to be an untransparent selection procedure as well as to the limited information that is provided. Applicants indicated that they would like to get more feedback on the reasons why they have not been selected. The MOFED complained that they would expect to receive information from either Nuffic or the RNE of the different fellowships that are awarded, organisations felt that also the employers (contact persons) should get feedback on the fellowships that were awarded to their staff. The employers interviewed indicated that the other fellowship programmes give a larger role to the organisations for instance to make recommendations (JICA, Chinese, Thai, Korean, Danida).

#### *Quality of education:*

- Some of the alumni interviewed felt that heterogeneity of participants can impact learning outcomes of particularly short courses. Specifically cultural aspects such as the respect for elderly (and consequent difficulty for younger people to argue with elder participants) but also large difference in starting qualifications are mentioned;
- Almost all alumni commented on the very packed courses (ITC=International Torture Centre) and minimal time to experience the Netherlands;
- The Ghana Health Insurance Authority (MYA) is very positive of the initial contacts with and support of Nuffic and the RNE but due to multiple staff changes on the side of Nuffic after some time the contact was minimal. The HR directors stated that: *"he did not want to explain the situation all-over again"*. Also the contact with the RNE due to change of staff ceased. The employer (newly set up organisation' but would expected more flexibility within the contract.

#### *Cost-effectiveness*

Alumni prefer Master courses because they are seen as essential for career development. But is also felt that due to possible rise in position at the end the master alumni is able to accomplish more within an organisation (longer term). Employers however, prefer the short courses since it provides hands on practical training for the alumni and does not take too long to complete. Short courses are also preferred by some of the women because they are not able to leave their families/homes for a longer period.

Most employers are of the view that the short courses and tailor made courses are the most efficient modalities of the NFP because of the short duration and practical focus on resolving challenges encountered on the job. Education institutes as to be expected prefer Master and Phd courses. The Phd course are not much valued by employers other than research or education institutes. They feel that this education is only relevant if staff work in research. Experiences are that staff after a Phd education does not fit easily in the organisation and is likely to leave for a research or teaching position.

#### **Short Courses and Tailor made Courses**

The organisations agree that the Master programmes are very beneficial for the institutions and the applicants. They would however prefer short courses and tailor made courses which train the staff to handle challenges facing the organisation in a more practical way because the duration for these courses are shorter.

#### *Role of Alumni networks*

Locally, the Ghana alumni association is not yet well established. The organisation appears to have a very active chairmen but office location and financial support is still not available. A small group of alumni meets about four times a year. The associations plans to organise pre-departure meetings to prepare new fellows for the study in the Netherlands and on what can be expected when they

come back. The association has difficulty mobilising the alumni. The chairmen feels that he gets only limited support from the Netherlands embassy.

The alumni keep in touch with the HEI through email contact. Information on developments in the institution such as conferences and courses that would be organised in the future and alumni network activities is sent through email interactions.

## Lessons and recommendations

The alumni and employers interviewed have given a number of recommendations for the programme. The following points were brought forward:

### Removal of employer recommendations

The alumni are of the view that employer recommendations can actually jeopardise the opportunity for some staff to participate in the programme and should be removed.

### Involvement of employers in the application process

Institutions suggested that the level of involvement in the process of NFP procedures is too minimal and would prefer greater involvement in the selection process.

Programme very much focused at applicants not at organisations, only involved in application process (not in selection etc.) - almost general request for more involvement of employers –e.g. priority setting. This would enable the beneficiary institutions to manage their capacity development efforts appropriately for greater benefit to the organisations and to the country.

### Localised and refresher courses

Organisations would prefer some of the courses to be localised and delivered in collaboration with institutions from the Netherlands. This way, more staff of the organisations would benefit from the programme. Also the organisation of more refresher courses for alumni to bring them abreast with new developments in the subject area is mentioned in this respect. Some of the alumni commented that the opportunities for the organisation of refresher courses are unclear.

### Better tailoring of the training- education:

- To have more tailor made courses to address practical on-the job challenges. For example a tailored course in the agricultural sector to resolve challenges in mechanisation and irrigation. The suggestion is that some of the courses should be done in Ghana with one of the tertiary institutions to allow for more staff of the beneficiary institutions to be trained. But also to make examples in the field more applicable and realistic than in the Netherlands;
- The NFP should have direct links with the beneficiary organisation to provide feedback on course content.

### Financial support upon return for implementation

## List of Respondents

| Name                   | Organisation                            | Position   | Year       | Modality              | Study  |
|------------------------|---|--|------------|-----------------------|--|
| <b>Alumni</b>          |   |  |            |                       |  |
| Francis Avura          | Netherlands Alumni Association of Ghana |  | 1999-2000  | Masters               | Public Policy and Administration                   |
| Edwin Bekoe            | Ministry of Food and Agriculture        | Deputy Director                                    | 1998-1999  | Post Graduate Diploma | Pig Production                                     |
| Kodwo Fynn             | Ministry of Food and Agriculture        | Deputy Director                                    | 1998-1999  | Post Graduate Diploma | Tropical animal Production                         |
| Margaret Sumah         | Ministry of Food and Agriculture        | Deputy Director, Livestock Extension               | 2000-2001  | Masters               | Tropical Animal Production                         |
| Mavis Afutu            | Ministry of Food and Agriculture        | Animal Husbandry Officer                           | 2010-2011  | Masters               | Agricultural Production and Value Chain Management |
| Patrick Aboagye        | Ministry of Food and Agriculture        | Acting Head, Soil and Water Engineering Department | 2008-2009, | Masters               | Agricultural Production and Value Chain Management |
| Felix Danquah Nketsiah | Ministry of Food and Agriculture        | Alumnus  | 2005-2006  | Masters               | Agricultural Engineering and Change Management     |
| Ruby Neils Palme       | Ministry of Food and Agriculture        | Senior Agricultural Economist                      | 2005-2006  | Masters               | Development and International Agriculture          |
| Kojo Ohene Asiem       | Electricity Company of Ghana            | Team Leader  | 2007-2008  | Masters               | Audit  |
| Belinda Yebuah-Dwamena | Electricity Company of Ghana            | Sectional Manager, Data Management                 | 2005-2006  | Masters               | Data Management/Management Information System      |
| Veronica Larbi Mensah  | Electricity Company of Ghana            | Economist  | 2009-2010  | Masters               | Corporate Policy                                   |
| Sylvia Noshie          | Electricity Company of Ghana            | Sectional Manager, MIS                             | 2009       | Short Course          | Project Management                                 |
| Comfort Cofie          | University of Cape Coast                | Assistant Accountant                               | 2004-2005  | Master s              | Corporate Strategy and Economic Policy             |
| Musah Danquah          | University of Cape Coast                | Senior Research Assistant                          | 2003-2004  | Masters               | Development Studies                                |
| Nazir Kizzie Hayford   | University of Cape Coast                | Senior Research Assistant                          | 2008-2010  | Masters               | Biotechnology                                      |

| Name                        | Organisation                        | Position                       | Year                  | Modality            | Study  |
|-----------------------------|-------------------------------------|--------------------------------|-----------------------|---------------------|--|
| Kingsley Kwadwo Asare Preko | University of Cape Coast            | Senior Research Assistant      | 2008                  | Short Course        | Project Management   |
| Selorm Akaba                | University of Cape Coast            | Senior Research Assistant      |                       | Short Course        | Project Management   |
| Christine Young Adjei       | Water Resources Commission          | Alumnus                        | 2009-2011             | Masters             | Management and Regulation of Water Resources                         |
| Joseph Baffoe               | Environmental Protection Agency     | Senior Programme Officer       | 2005-2007             | Masters             |  |
| Okaebe Amoah                | Environmental Protection Agency     | Senior Programme Officer       | 2008-2009             | Masters             |  |
| Edmund McAddy               | Environmental Protection Agency     | Principal Programme Manager    | 2003-2004             | Masters             |  |
| Joe Tsagli                  | Environmental Protection Agency     | Principal Programme manager    | 2004-2006             | Masters             | Water Resources and Environmental Management                         |
| Stella Adu Amankwa          | National Health Insurance Authority | Protocol and Relations Manager | 2009                  | Short Course and TM | Marketing of Services  |
| Thomas Addoboe              | National Health Insurance Authority | ICT                            | 2009                  | Short Course and TM | E-government   |
| John Krugu                  | Youth Harvest Foundation            | Director, Employer and alumni  | 2008 SC, 2009/2010 MA |                     | International Course in Health Development                           |
| Mrs Abilla                  | Youth Harvest Foundation            | Marketing extension officer    | 2009                  | SC                  | Market access for sustainable development                            |
| Mrs. Ekyem                  | Ghana Health services               | Director regional hospital     | 2006                  | MA                  | Master of Public Health (International Course in Health Development) |
| Judith Ayisi                | Swan Construction Limited           | Quantity Surveyor              | 2009/2010             | MA                  | Urban Management and Development                                     |

| Employer                 | Organisation                              | Position   |
|--------------------------|---|--|
| Ing. Joseph Kwasi Boamah | Ministry of Food and Agriculture          | Director, Department of Agricultural Engineering     |
| Asare Mensah Baffour     | Ministry of Food and Agriculture          | Director, Animal Production Department               |
| Ernest Mallet            | Ministry of Food and Agriculture          | Deputy Director, Human Resource Directorate          |
| Peter Kennedy Arkoh      | Electricity Company of Ghana              | Divisional Manager, Financial Audit                  |
| Kofi Kukubor             | Electricity Company of Ghana              | Divisional Manager, Manpower Planning and Training   |
| Mr. Pappoe               | University of Cape Coast                  | Head of Department, Environmental Science Department |
| Isaac Baafi Sarbeng      | University of Cape Coast                  | Senior Assistant Registrar                           |
| Ben Ampomah              | Water Resources Commission                | Ag. Executive Director                               |
| Nathaniel Otoo           | National Health Insurance Authority       | Director, Administration and General Counsel         |
| Lambert Faabeloun        | Environmental Protection Agency           | Director, Manufacturing Industry Department          |
| Ken Segou                | Ghana Health Services                     | HR Manager   |
| Other stakeholders       |   |  |
| Sheela Sakyi             | Royal Netherlands Embassy                 | Fellowship officer                                   |
| Roos Mogen               | RNE                                       | Acting Fellowship officer                            |
| Harry van Daijk          | RNE                                       | Head of Development Cooperation                      |
| Anita Patience D'Almedia | Danish Royal Embassy                      | Assistant Programme Coordinator                      |
| Eunice Ackwerh           | World Bank                                | Focal Person, Education                              |
| Nii Sapei Nunoo          | United States Embassy                     | Cultural Affairs Specialist                          |
| Rabi Ali Abaari          | JICA                                      | Programme Officer                                    |
| Stan Acquah              | Japanese Embassy                          | Programme Officers                                   |
| Alexander Kwaning        | Ministry of Finance and Economic Planning | Director   |
| Frank Quist              | Ministry of Employment and Social Welfare | Director, Human Resource Development                 |

# Country Report Uganda

## Introduction

### *Evaluation Netherlands Fellowship Programme*

The Netherlands Ministry of Foreign Affairs is responsible for coordinating and implementing Dutch foreign policy. Among others, the Department for Social Development (DSO) of the Ministry of Foreign Affairs is responsible for developing and implementing Dutch development policies in policy areas like education, research and innovation and health. DSO is also responsible for the Netherlands Fellowship Programmes (NFP) that has been implemented over the years.

Currently the Netherlands foreign and development cooperation policies are subjected to some important changes. In order to prepare for future decisions in the context of revised development cooperation policies and priorities, the Netherlands Ministry of Foreign Affairs calls for evidence based information on whether the Netherlands Fellowship Programmes (NFP) have been able to accomplish their objective to alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in Uganda.

The Netherlands Ministry of Foreign Affairs has assigned Ecorys Netherlands to undertake the evaluation of NFP. The main purpose of the evaluation is to account for Netherlands funding and other inputs provided for the NFP (in the period 2002-2010) and gain lessons for future policy development and implementation.

For the evaluation a balanced set of instruments has been chosen: face to face interviews with policy makers NFP, literature and documentation review, review of statistics available, surveys among alumni and employers and 4 country case studies (Bangladesh, Ethiopia, Ghana and Uganda). This report presents the results of the case study in Uganda.

### *Country visit activities Uganda*

For the country case study, one international evaluator (Eva van der Boom) teamed up with a local expert (Leo Dijkman). The activities performed in Uganda comprised of:

- Literature and document review;
- Interviews with alumni, their (former) employers, the Royal Netherlands Embassy in Kampala and decision makers at ministries and local authorities.

The interviews were almost all held face to face. Only in those cases a face to face interview could not be arranged (in time), it was held by telephone. A semi-structured topic guide was developed for all country specific interviews, allowing the interviewers to adapt to local contexts while maintaining a key set of standardized questions. In addition, all interviewers worked with standardized interview instructions.

The contact details were delivered by NUFFIC and the local RNEs. Due to differences in focus with regard to the development cooperation policies of the RNEs and differences in the role of NFP in the RNE policies, the selection of alumni and their (former) employers was based on the sector focus of the concerning RNE. For Uganda the majority of interviews were with alumni and employers in local governments (governance), education and justice and law.

In total 36 interviews were held:

- 20 alumni (7 short courses, 14 Master, 2 PhD and 2 refresher courses: total of 25 because 10 people participated in two types of NFP modalities);
- 8 employing organisations (of which one Multiple Year Agreement, MYA);
- 4 representatives<sup>93</sup> of the Royal Netherlands Embassy (RNE) in Kampala;
- 4 representatives of Ugandan policy makers at national or regional level.

The results of these activities are an integral part of the overall evaluation of NFP. This means, that these results will be analysed and triangulated in conjunction with the results of the other evaluation activities, in order to answer the evaluation questions. The main purpose of the country report is to provide coherent and in-depth insights in the implementation and effects of NFP in Uganda.

## Context

### *Introduction*

Uganda is a landlocked country and is regarded as one of Africa's few success stories in social economical sense.<sup>94</sup> Uganda's progress is explained as the work of a reform-minded government in partnership with the international development community. The high rates of economic growth found in surveys – initiated by the government and its partners - support this view. Between 1997 and 2009 the GDP growth rate was reported to be more than 6% annually, well above the average for sub-Saharan Africa. In the same period the poverty headcount – measured as the percentage of the population living below the national poverty line – fell from 55.7 to 37.7 per cent.<sup>95</sup>

Uganda has embraced a seemingly liberal approach to economic and social development. The deregulation of the formal economy and the decentralisation of government powers took away responsibilities from marketing boards and ministries and put them in the hands of individual producers and citizens. The country, according to World Bank reports, has adopted an essentially liberal agenda, focusing on participation, democratisation and empowerment. The country has benefited from large inflows of development aid.<sup>96</sup> At the same time the development policies of various Western nations supported Ugandan government's commitment to social issues such as the promotion of women's rights and the fight against HIV/AIDS.

The Millennium Development Goals Report September 2010 states that there are good reasons to celebrate the achievements of the Government of Uganda and its people:

*“Progress has been particularly strong in reducing the share of the population that lives in poverty, and Ugandans are on track to meet the MDG target of halving poverty by 2015. There has also been significant progress towards reducing the share of the population suffering from hunger. Moreover, the report shows that progress has been made in terms of gender equality and empowerment of women. The target of gender parity between boys and girls in primary education has been achieved, and the country is on track to meet the targets for access to HIV/AIDS treatment and access to safe water.”<sup>97</sup>*

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<sup>93</sup> The meeting with both the RNE ambassador and Head of OS is counted as 1 meeting.

<sup>94</sup> World Bank reports since 2000.

<sup>95</sup> Government of Uganda: annual reports.

<sup>96</sup> Including the Highly Indebted Poor Country Initiative and PEPFAR (US Presidents Program against HIV Aids).

<sup>97</sup> Millennium Development Goals Report, Government of Uganda, Ministry of Finance, Planning and Economic Development, September 2010.



However, the global financial crisis and related sharp increment of e.g. food and fuel prices, painfully unveils severe weaknesses or serious macro economic gambling at the side of the Ugandan government's socio-economic, macro-economic and monetary policy.<sup>98</sup> The current political and socio-economic crisis in the country shows that much of the reported growth is concentrated in the capital urban area and is restricted to a relatively small group of beneficiaries.

#### *General development higher education*

The system of education in Uganda has a structure of 7 years of primary education, 6 years of secondary education (divided into 4 years of lower secondary and 2 years of upper secondary school), and 3 to 5 years of post-secondary education. The present system has existed since the early 1960s. Post-secondary or higher education refers to education that is post-"A" level. Only students who have successfully completed "A" levels and passed their Uganda Advanced Certificate of Education are eligible to enter post-secondary institutions of higher education.

**Table 1 The structure of Uganda's education system**

| Education level                  | Cycle     | Award   | Progress opportunities   |
|----------------------------------|-----------|---|--|
| Pre- Primary                     | 2 Years   | -   | 1. Primary Education   |
| Primary Education                | 7 Years   | Primary Leaving Examination (PLE)               | 1. Lower Secondary (O' Level)<br>2. Technical school   |
| Lower Secondary (Ordinary Level) | 4 Years   | Uganda Certificate of Education (UCE)           | 1. Upper Secondary (A' Level)<br>2. Primary Teachers College<br>3. Technical Institute<br>4. Other Departmental Training Institutes.                       |
| Technical School                 | 3 Years   | Certificate                                     | 1. Technical Institute   |
| Upper Secondary (Advanced Level) | 2 Years   | Uganda Advanced Certificate of Education (UACE) | 1. University<br>2. Uganda College Of Commerce<br>3. National Teachers College<br>4. Uganda Technical College<br>5. Other Departmental Training Institutes |
| Primary Teachers College         | 2 Years   | Certificate                                     | 1. National Teachers College   |
| Technical Institute              | 2 Years   | Certificate                                     | 1. Uganda Technical College  |
| Uganda College of Commerce       | 2/3 Years | Diploma   | 1. University  |
| National Teachers College        | 2 Years   | Diploma   | 1. University  |
| Uganda Technical College         | 2 Years   | Diploma   | 1. University  |
| University                       | 3/5 Years | Diploma/Degree                                  | 1. Post Graduate Studies   |

Note: The Examining Body is Uganda National Examination Board (UNEB).

Source: Ministry of Education and Sports (Government White Paper on Education).

There are three types of publicly supported HE institutions:

- Fully autonomous universities; Makerere University and Mbarara University of Science and Technology;

<sup>98</sup> In September 2011 the Governor of the Bank of Uganda – against his professional custom – openly criticized in the press the Ugandan Governments macro economic policies and stated that governments overspending – with hardly any return – contributed much more to the current sharp inflation of the national currency than the Government likes the citizens to believe.

- HE institutions run by the Ministry of Education; the Institute of Teacher Education, the Uganda Polytechnic, the National College of Business, four technical colleges, five colleges of commerce, and 10 national teachers colleges;
- HE institutes administered by the Public Service Commission; mostly in the field of (para-) medics such as the School of Radiography, the School of Medical Laboratory Technology, the School of Psychotherapy; but also the Institute of Public Administration, the Uganda Law Development Center, four agricultural colleges, et cetera.

In addition, Uganda counts 10 private institutions of higher education at the moment, increasing the capacity of HE enrolment. In 1965 Uganda had 888 students enrolled in Makerere University and about 1,000 students enrolled in other institutions of higher education. Recent statistics are hard to come by, but indications are that these figures have gone up drastically. In 2009 33,000 students were enrolled in Makerere University (still the largest), while the total for 7 other universities was more or less the same.<sup>99</sup>

While the increased enrolment figures may present very hopeful indicators, as well as the growing number of universities, the Higher Education Research Report in Uganda lists a number of constraints that affect the quality of higher education in Uganda severely:

- Limited or inadequate funding for research and updated study materials;
- Inadequate and deteriorated infrastructure and premises;
- Brain drain due to low remuneration;
- Management issues;
- Emphasis on teaching on the expense of research;
- Shortage of technical staff;
- Promotion of academic staff not related to research productivity.

#### *National policies Higher education*

In the Education Sector Strategic Plan 2004-2015 the Government of Uganda states that:

“Tertiary graduates should be prepared to be innovative, creative, and entrepreneurial in the private and public sectors. Only 2.7% of Uganda’s youth between the ages of 19 and 25 are enrolled in higher education institutes, yet demand for access to this level of the system exceeds what is provided. While this rate is expected to grow over the coming decade, it will remain the case that few Ugandans hold higher education credentials. Thus, public investment in higher education should be returned to society in the form of productive participation in private enterprises and public service.”

The Ministry of Education and Sports developed a related Policy and Strategies Plan to restructure the tertiary system to increase coherence and flexibility. The Ministry has established a National Council for Higher Education, which has developed a strategic plan for the sub-sector that centres on a restructured system. The aim of this restructuring is to:

- Develop coherence among the universities and other higher-education institutes; among others by harmonising the credit system, allowing mobility of students between the different disciplines and institutions;
- Establish a liberalised financing mechanism and diversify the resource-base; among others by allocating funds more directly to the students instead of to the institutions;
- Reform and improve curricula and instruction in priority disciplines, such as science, mathematics, technology, and other subjects critical to Uganda’s national development;

<sup>99</sup> Kyambogo University (10,000), Mbarara University (3,000), Iganga Fairland (2,500), Nkumba University (4,500), Gulu University (3,000), Islamic University Mbale (6,000) and Uganda Martyrs University (3,500). Source: Owoeye, Oyebade (2010). *Higher Education Research in Uganda: Problems and Prospects*. Kampala: International University.

- Promote research, particularly applied research, and publications;
- Prevent and reduce corruption and mis-use of public resources; the Ministry will provide incentives for professional conduct and enforce sanctions against unprofessional conduct.<sup>100</sup>

#### *Availability of higher educated manpower*

Up-to-date information on the labour market of Uganda is scarce as well. The most recent figures of Uganda Bureau of Statistics are from 2006<sup>101</sup>. As those statistics show, the sector agriculture and related activities were by far still the largest sector in terms of labour force (75%). The services sector was estimated to employ 21% of the labour force, including non-commercial employers. In addition, only 5.6% of the labour force was indicated to be higher educated. These statistics indicate that Ugandan labour market was a very traditional one in 2006.

A general rule is that the higher the percentage of labour force working in services, the more need for higher educated people. However, it does not follow that Uganda does not have to deal with a lack of higher educated employees, albeit the limited size of the services sector. For comparison: 65% of the labour force was employed in the services sector in The Netherlands in 2006<sup>102</sup> and 31% of all employees had a degree in higher education<sup>103</sup>. Although no sound conclusions can be derived from the scarce statistics available in Uganda, the numbers of 21% employed in the services sector and 5.6% higher educated employees, do indicate that the demand for higher educated employees could be higher than the supply of this group.

The CIA Factbook presents some more recent indicators. According to this source, Ugandan economy is still mainly agricultural of nature, as most of the Sub-Saharan countries.

**Table 2 Economic indicators Uganda (per end 2009)**

| Indicator                             | Value             |
|---------------------------------------|-------------------|
| Labour force                          | 15.01 million     |
| Labour force in agriculture           | 82%               |
| GPD national                          | USD 42,18 billion |
| GPD per capita                        | USD 1,300         |
| Budget revenue                        | \$2.007 billion   |
| Budget expenditures                   | \$2.508 billion   |
| Industrial Production /Expansion rate | 5.3%              |
| Exports                               | \$3.151 billion   |
| Imports                               | \$4.106 billion   |
| Debt external                         | \$2.05 billion    |

Source: CIA World, Fact book 2011/ the figures are estimation, per end 2009. For 2011, the labour force is estimated to be 17 million.

#### *Fellowship programmes in Uganda*

Ugandans are eligible for many (foreign) fellowship programmes, offered by different types of donors such as charity foundations, individual universities, regional unions et cetera. The table below lists the fellowship programmes comparable to NFP, in terms of education level (higher

<sup>100</sup> Government of Uganda, Ministry of Education and Sports: Education Sector Strategic Plan 2004-2015, in which also extended information is provided for in regard to funding mechanisms.

<sup>101</sup> Viewed on website  
<http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/2007%20National%20Labour%20Market%20Indicators.pdf>.

<sup>102</sup> CBS Statline, Key figures employment 2006-2009. Services: including education, health and public administration.

<sup>103</sup> CBS Statline, Labour force: education level 2006.

education), types of modalities offered and financed by donor countries. Other donors such as individual universities and charity foundations are not included.

**Table 3 Fellowship Programmes eligible for Ugandans per donor country (selection)**

| Donor country & programme            | Focus   | Cross cutting                                       | Eligibility   | Selection criteria  |
|--------------------------------------|---|---|---|---|
| Austrian Fellowship Programmes       | Focus: applied Science, social studies, humanities studies, economics, journalism, health.<br><br>Masters & PhD.  | -   | <ul style="list-style-type: none"> <li>• Own financial contribution is required;</li> <li>• Good knowledge of German language will be needed.</li> </ul>  | <ul style="list-style-type: none"> <li>• Application &amp; selection by universities;</li> <li>• Basic study capacity pre-education certificates/diploma's required.</li> </ul> |
| Belgium Fellowship program           | Focus: Health & Education (2011/2012).<br><br>Type of Study: PhD, Masters, Bachelor, Short Training Programmes.   | -   | Applicants in Public Health and Education; Ugandan Nationals (civil servants, private sector, civil society).   | <ul style="list-style-type: none"> <li>• Priority to applicants from rural areas;</li> <li>• Gender balanced selection.</li> </ul>  |
| Denmark: Danida Fellowship Programme | <i>Interdisciplinary courses</i> - mainstreaming issues, technical or management disciplines; <i>Tailor-made courses</i> specially designed to fulfil the needs of an individual program/project; <i>Degree studies</i> - master and PhD program <i>Strategic initiatives</i> - political, strategic and technically innovative training; <i>Study/exposure tours</i> for e.g. members of Parliament, municipalities and/or members of county councils, civil servants etc. | Gender, Research, Private Sector, Safety & Security | Be citizen of Uganda; certain standard to be accepted, seeking for commencing, not for already commenced study or course; be able to show strong commitment to development in Uganda; be employed or to be employed; not for career path only.<br><br>Study travels and tours on invitation of Danida related partners. | Selection by Danida partners or Danish Development partners.  |
| Germany 'DAADS' fellowship program   | Focus: young academics for post graduate or PhD studies.<br><br>Discipline: Scientific Research; Arts; Architecture.  | Research and practical application in home country  | Most studies will be in the German Language, hence knowledge of the German Language is needed.  | Selection done at Education Institute level.  |
| Irish Aid                            | <i>Sector related: JLOS, Education, Local Government, Macro Economics Private sector Dev. &amp; Social Dev.</i>   | Gender, HIV Aids, Environment & Governance          | Be citizen of Uganda; residing and employed in Uganda; certain standard to be accepted on PG/MA course in Ireland; at least 3 years in dev. work; have  | Candidates from disadvantaged regions have priority.<br><br>Selection: by gender  |

| Donor country & programme                            | Focus   | Cross cutting  | Eligibility   | Selection criteria  |
|--|---|--|---|---|
|  |   |  | identified relevant higher education institution in Ireland or own region; seeking for commencing, not for already commenced study; be able to show strong commitment to development in Uganda; be able to take up study in the year it is offered.   | balanced committee from Irish Aid Partners.   |
| Norway NORAD fellowships                             | Based on Norway sector priorities and related with Norway cooperation work:<br>Education, Environment; Economic Dev.; Gender; Good Governance: democratic dev, human rights and migration; Health, Oil & Energy, Peace & Conflict resolution. | Gender, HIV Aids, Conflict resolution strategies, Good Governance and management | <ul style="list-style-type: none"> <li>• Be a citizen of and residing in a number of selected African countries;</li> <li>• Be capable of participate in a Masters Study;</li> <li>• NB: Studies are conducted in higher education institutes in the South;</li> <li>• In Master program collaboration between educ. Institute in South and North is required.</li> </ul>   | University must declare all financial and logistic support - final selection done by Norway Masters Program Board (NOMA).   |
| Norwegian Quota Scholarship                          | Capacity building in the 'lower-income' selected home countries.<br><br>Type of Study: Masters & PhD, certain specific studies.<br><br>No limitations on study discipline, unless relation with home country needs is not clear.              | n.a.   | <ul style="list-style-type: none"> <li>• Be a citizen and have at least been in country for the last year prior to the application;</li> <li>• Minimum of two years higher education in home country;</li> <li>• Not native speaking English applicants have to pass a course first;</li> <li>• Students need to come from home country education institutions. 'Free-movers' are not eligible;</li> <li>• 30% of costs is Grant; 70% is provided as loan.</li> </ul> | <ul style="list-style-type: none"> <li>• Application and to and selection by the higher education institute in Norway;</li> <li>• Study capacity of applicant.</li> </ul> |
| Sweden: Federal 'Benjamin Gilman Intern. Fellowship' | For undergraduate students without any other means of funding.  | Business and Industry  | Be a citizen of the home country without financial means to study.<br><br>Travel costs have to be advanced.   | Highly competitive selection, based on expected excellence.   |

| Donor country & programme                   | Focus  | Cross cutting | Eligibility  | Selection criteria  |
|---|--|---------------|--|---|
| Sweden<br>'Malmberg Scholar and Fellowship' | Focus on research for students with the intention to focus on Sweden                                     | Research      | Fellowship for undergraduate students;<br>Scholarship for graduate students.<br><br>Travel costs to be advanced. | <ul style="list-style-type: none"> <li>Quality and discipline of research study;</li> <li>Study capacity of applicant.</li> </ul> |
| US:<br>Fulbright Fellow Exchange Program    | Focus: science, social studies, art, music, teaching, engineering, mathematics;<br>Bachelor, MS and PhD. | n.a           | Full grants in nearly all cases.   | Selection by in-country Fulbright Committee of Public Affairs department at US Embassy in the country.                            |

It was not possible to include the numbers of fellowships offered by the programmes included in Table 3. Therefore the importance of NFP in Uganda cannot be assessed. According to the RNE, the NFP is one of the largest fellowship programmes in Uganda. Besides NFP, only a few programmes favour participation from rural areas (the Belgium Fellowship Programme and Irish Aid). Gender equality is a more common selection criterion for selecting participants. The focus of the fellowship programmes is generally on health, education, governance and law and order.

NFP shows overlapping characteristics with the fellowship programmes offered by other countries in terms of targeting mid-career employees, except maybe in size and the focus on rural areas.

## Implementation of NFP

### *Implementation of NFP in general*

As in all NFP countries, the NFP desk officer of the RNE in Kampala is responsible for the implementation of NFP in Uganda. In Uganda, however, before 2010 NFP was integrated into the broader development cooperation policies of the RNE. The NFP desk officer got input and support from DC colleagues, for instance in identifying the key organisations for the priority sectors of the DC policy. In Uganda three Multiple Year Agreements were established, all three concerned a district local government, to strengthen the RNE governance priority sector. In addition, regional NFP officers were appointed in the rural areas. Their main tasks were to disseminate information on NFP in their own region, provide the application form and brochure of the RNE, encourage the organisation and employees working in the key sectors to apply for NFP and to provide the RNE with additional information on applicants.

As of 2010 the application and selection procedures were standardised. Also before 2010 candidates could take the initiative to apply, but RNE did promote NFP more actively in the priority sectors than in the other sectors. From 2010 the initiative lies more strongly with the candidates themselves, to submit an application online. The submitted application documents are checked by the RNE NFP desk officer on their validity and original status, to ensure that they are eligible. If the application is in order, it automatically feeds into the selection procedure. According to the RNE the new procedures have resulted into a decrease in the influence of the RNE (see chapter 6).

### NFP Uganda 2002-2010 in numbers

Within the period under scrutiny, 622 Ugandans were awarded an NFP fellowship, who make up 5% of the total number of NFP fellowships (12,330). Table 4 shows that the longer period modalities (Master and PhD courses) are relatively more popular in Uganda. In addition, Uganda shows a relatively higher female participation.

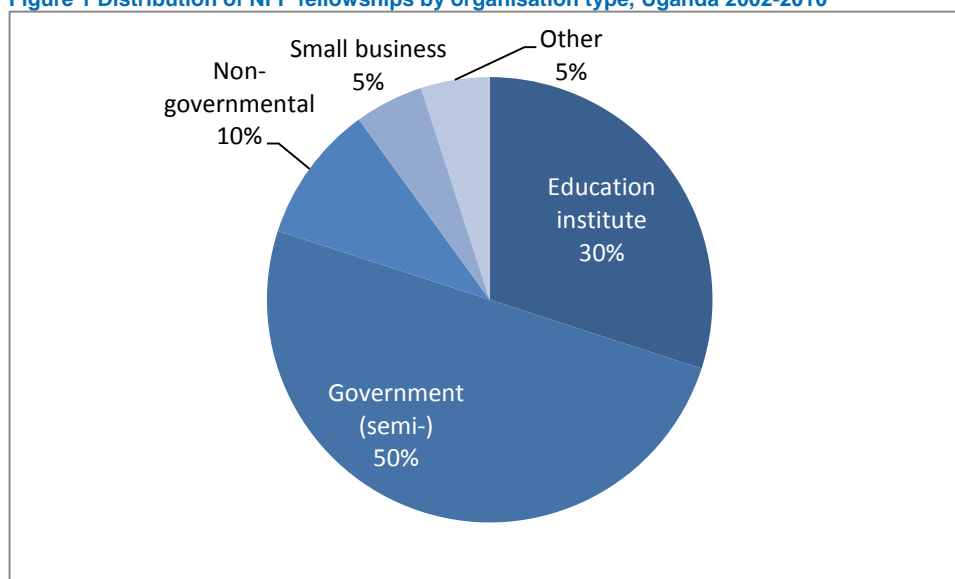
**Table 4 Numbers of Ugandan NFP fellowships and % females by modality, 2003-2010**

|               | Uganda     |             |            | NFP total     |             |            |
|---------------|------------|-------------|------------|---------------|-------------|------------|
|               | N          | % of Total  | % F        | N             | % of Total  | % F        |
| Short courses | 291        | 47%         | 47%        | 7,206         | 58%         | 47%        |
| Masters       | 318        | 51%         | 54%        | 4,857         | 39%         | 45%        |
| PhD           | 13         | 2%          | 62%        | 267           | 2%          | 53%        |
| <b>Total</b>  | <b>622</b> | <b>100%</b> | <b>51%</b> | <b>12,330</b> | <b>100%</b> | <b>47%</b> |

Source: Ecorys calculations, based on: Nuffic, Kerngegevens NFP 2003-2010, 21 juni 2011.

The distribution of NFP fellowships by the different types of organisation shows that (semi-) governmental organisations got the largest share of fellowships. This result is in line with the fact that governance and law & justice were (and still are) priority areas in the development cooperation policies of RNE Kampala and the fact that education was a priority area as well until 2010.

**Figure 1 Distribution of NFP fellowships by organisation type, Uganda 2002-2010**



## Relevance

### Introduction

Until 2010, the implementation of NFP in Uganda was in coherence with the DC policies of the RNE. Three MYA's were established, with district local governments, also linking NFP and DC policies. Needs analyses were carried out for these MYA's to identify the key positions (and persons) in need for additional training and education and which modality/training would be most beneficial for the three organisations. In this section we will present the evidence for the relevance of NFP on the individual and the organisational level.

### Individual - alumni

The reported relevance of NFP on the individual level seems to be quite strong. Their arguments to participate in NFP paint some clear lines:

**Improvement job performance** – The most common reason to apply for NFP is that in order to perform the tasks properly and efficiently, more (specific) knowledge was required and / or competences needed. The alumni indicated that the theoretical and practical parts of their curricula were outdated and did not properly prepare them for their jobs. Examples that were mentioned frequently were: development of analytical skills needed for problem assessment and problem solving; people management (theory, skills and tools); efficient planning of daily work; communication skills and tools; computer skills.

**Enhancement of career opportunities and personal development** – Besides improving their performance in their current jobs, improvement of the chances to get promoted within their organisation and/or strengthen the career opportunities in general, is also a strong motivation to apply, especially for the Master and PhD modalities. Although university enrolment has increased in Uganda, especially Master and PhD opportunities are still scarce.

**Exposure to other cultures and international experience** – Another component of the personal development motivation is the desire for exposure to other cultures and international experience. The majority of the interviewed alumni applied for the NFP programme hoping to learn from their experiences abroad, such as interacting in a different working and learning culture.

### Organisational level

According to the intervention logic, the relevance of NFP should mainly be evident on the organisational level. In the interviews with employers, their motivation to back-up the applications for NFP seems to be ranging from strategic use of NFP for improving the performance of their organisation to just indifference.

**Strategic improvement of the organisation's performance** – Especially in those cases when a needs analysis was performed (e.g. Soroti District Government) or when a (self) assessment was carried out with regard to the performance of (parts of) the organisation (National Water and Sewerage Company), a targeted strategy was applied to gain the knowledge and competences that were lacking. In these cases the HR officer mostly approached individual employees for NFP application and clear agreements were made on the implications after return. Indications are though, that such strategic approaches were applied by just a few of the organisations.

**Profiting from improvement of individual performance** – A substantial part of the employers did not have a clear strategy of how to use NFP to strengthen the organisation, but agreed to back individual employees up with the idea of profiting from their professional development. In these cases (the majority), the initiative was taken by individual employees themselves.

**Indifference** – Some evidence also shows indifference from the employer to the ambitions of their NFP applicants. In these cases the risk of the applicants to lose their job whilst studying in the Netherlands proved to be highest, but also the chance of alumni quitting their job to pursue a career move.



## Effectiveness

### *Individual level of alumni*

The effectiveness of NFP on the individual level appears to be strong. The effects can be divided into those directly related to the current job and tasks and effects on the personal development not directly related to the current job.

### **Current job**

The strongest effects directly related to the current job/tasks that were found are:

**Improved quality of work** – Both alumni and their employers/managers acknowledge for the largest part that the NFP experience had a direct, positive effect on the quality of the work. No differences were found between short courses and Masters/PhD degrees, except the focus of improvement. Short courses mainly target at specific knowledge areas and competences, such as the use of new mapping technologies or how to implement and manage a project. The link between the short courses and the execution of specific tasks in the current job is usually strong. Masters degree courses affect the quality of work in a broader sense, not only due to increased knowledge of the subject matter, but also because of the increase of the general academic level. The link between the Master degree courses and the performance in the *current* job varies more; evidence shows that those applying for this modality have a stronger longer term goal of career development in mind.

**Improved time management** – Efficient work procedures and time management were one of the major ‘eye-openers’ for the alumni. They think it is one of the best things they learned in the Netherlands and they say to put it into practice every day.

**Improved communication skills** – Alumni also strongly agree that NFP has had a positive effect on their communication skills. They argue that partly due to increased knowledge they are more self-assured which is expressed in their communication with others, especially those in higher positions; but communication skills and tools were also often part of the curriculum. In addition, a large part of alumni hold the opinion that the intercultural setting contributed to their communication skills as well.

**Improved managerial and team building skills** – In addition to improved communication skills, most alumni reported an improvement of their managerial and team building skills; although this effect seems mostly to be the outcome of the sum of improved knowledge, communication skills and time management. According to the employers, the performance of the relevant division/team has been improved after the participation in NFP, substantiating the claim of the alumni.

**Improved problem solving skills** – Especially the alumni who acquired a Masters degree report a substantial improvement of their problem solving skills. They claim to have learned to look at problems more analytically and to apply a more planned approach to solve the problems. The more analytical approach also entails an increased critical attitude towards their higher management and working culture, sometimes leading to conflicts.

### **Personal development**

Besides effects on the current job, the alumni also reported other effects of NFP:

**Improved prospects on promotions and career development** – With regard to effects not related to the current job, improved prospects on promotions / career development is recorded to be the most important one. Although a few respondents reported no improvements in their job position or even a

negative effect because of 'envy', most *Masters* alumni do report improved prospects. Some were even offered a promotion by their employer almost immediately after return; others used their new degree to apply for a better job outside their former organisation and/or to realise the career shift they intended to make.

**Entrepreneurship** – Increased independence and entrepreneurship are additional effects reported by NFP alumni, also resulting from increased self-assuredness.

**Better understanding of other cultures** – Although most alumni – except those in the academic world – do not operate in an international context, they still value their better understanding of other cultures as an effect of their international NFP experience.

**NFP 'ambassadors'** – Even the alumni who were disappointed in their career development after returning to their employer greatly value their NFP experience and are ready to act as NFP 'ambassadors'. Also the alumni from the early NFP period are still enthusiastic and still pass on their experiences to family, friends and colleagues. Some go as far as to call their NFP-experience 'life changing'.

### **Expectations met?**

The expectations of almost all alumni were met, or even more. For most the expectations consisted of the opportunity to educational enhancement, increased knowledge, improved skills and the exposure to international experiences; for a large part also expectations about career prospects were relevant. According to the alumni, they got even more than they expected; some negative exceptions aside. One shared disappointment, however, is their inability to change the working culture and hierarchical decision processes within their organisations on the short term.

### **Obstacles**

The obstacles for putting the alumni's new knowledge and skills into practice relate for the largest part to the working culture and institutional limitations/bureaucracy. As one alumnus formulated:

"The [working] culture in my own country does not encourage you to apply the lessons learned; especially being relatively alone as an NFP alumnus in such an environment. Study at ISS did not include preparing for returning to former work environment, hence the mental shock can be quite severe."

According to most alumni, their colleagues and managers were not ready to fully understand or adopt the changes they proposed, based on their gained insights from the NFP-programme. They do claim, however, to having achieved some small steps forward, especially in their own team.

Another, related obstacle mentioned, is the lack of back-up. The alumni value the support they get from fellow students and the institution while studying in the Netherlands. Especially the alumni based outside Kampala feel they lose all the support after returning to their employer. Some alumni mention that envy from both their line-manager and their direct colleagues is an additional obstacle. Especially when these colleagues are older and/or have worked at the organisation longer, they expect to be promoted before the alumni, even if they are less qualified.

### **Organisational level**

Both alumni and employers were asked about the effectiveness of NFP on the organisational level. The evidence provided for organisational effects is less consistent and shows a less strong effectiveness than on the individual level.

### **Viewpoint alumni effects organisational level**

The most reported effects of NFP on the organisational level by the alumni are:

- Better quality staff: increased professionalization and improved efficiency in performing their tasks;
- Better functioning departments and organisation, due to better quality staff, and improved communication and managerial skills;
- Better motivated staff: according to the alumni themselves their ability to motivate their staff has increased, although the effect of NFP on their own motivation seems to differ from person to person.

They report less/minimal effects on:

- The working culture;
- Structure of the organisation;
- Organisation's strategy.

### **Viewpoint employers effects organisational level**

The viewpoint of the employers is less clear and less consistent. They seem to be most positive about the following effects:

- Improved skills and knowledge of the fellows;
- Improved quality of work;
- Better functioning of department/organisation.

### **Expectations met?**

The few employers who had clear expectations of NFP, indicate that their expectations were met. They used NFP as an HRM instrument, to tackle gaps and weaknesses in their organisation with regard to their staff. Their employees got readily promoted upon return and were put into positions in which they could be of the most use to professionalise a part of / the whole organisation. The Soroti District Local Government provides the strongest evidence, also due to additional support because of their MYA status. Most employers however, had little or no idea about what to expect and sometimes were not sure whether the alumnus was still employed in the organisation or not.

#### **MYA: Soroti District Local Government (SDLG) case**

In Uganda three Multiple Year Agreements (MYAs) were arranged, with three local governments: with the district local governments of Soroti, Arua and Lira. The Soroti case was studied in-depth, by means of interviews with 6 alumni, the HRM officer, the Chief Administrator Office (CAO) and the Deputy CAO / Principle Assistant Secretary of the SDLG. The SDLG case indicated significant improvement of the organisation's performance. All were very positive about the impact NFP has had on the whole organisation. But it should be kept in mind, however, that one crucial source of information about the performance of SDLG could not be utilised: the inhabitants of the Soroti District.

The vital positions for NFP participation were identified on the basis of a needs assessment. The participation of women from SDLG was lower than nationally (29% versus 45%), showing a less favourable gender balance. On the other hand, the 6 interviewed alumni got all promoted after participating in NFP, except for 1 (male), showing a strong positive impact on both personal and organisational level. The main areas improved because of NFP were: (a) conceptualising and writing multiple year policy plans, e.g. on the improvement of the quality and access of primary education in the region; (b) implementation of complex projects, e.g. on the strengthening of neighbourhood cooperation on social issues, including enhancing local support; (c) internal management and communication of (parts) of divisions within SDLG.

### Still shortages of well-educated staff?

The employers were not so much asked about obstacles, but if they still face shortages of well-educated staff. Most hold the opinion that they still lack well-educated staff. However, most also do not have concrete ideas of what kind of knowledge / skills is lacking in the organisation, nor which positions they should target. They do think that tailor-made or short courses would be most appropriate to close the gaps. Employers are far less enthusiastic about Masters courses, let alone PhD because of the long period.

### Country level

A few examples were found of organisations that were affected substantially by NFP (Soroti District Government and National Water and Sewerage Company) and were hence able to increase their performance. In the opinion of the evaluators, these cases are too isolated in order to generate clear effects on the country level. According to most interviewees, positive impacts in terms of a better quality labour force on the organisational, and even more so on the national level, need 'a critical mass' of better educated employees before such impacts can occur. In their view still a long road needs to be travelled in order to achieve substantial effects/impacts on country level.

On the other hand, the NFP programme is valued by both employers and especially the alumni for providing equal opportunities to the population in rural areas and to women. Half of NFP fellows is female (2003-2010, see chapter 3) and indications are that, although the majority of the fellows/alumni are still Kampala-based, the programme was less dominated by Kampala than other fellowship programmes. This was especially true due to the MYA's with the district local governments and the 'regional NFP officers' who were important in providing information about NFP outside the capital until 2010 (see chapter 6).

## Efficiency

### Application and selection process

Since 2002 the Royal Netherlands Embassy in Uganda applied a priority modality for the selection of possible candidates, linking the bilateral Multi Year Agreements (MYA's), the Development Cooperation sector programmes and the NFP modalities. NFP applications from employees and organisations in the DC priority sectors meet preference, as well as women and employees in so-called marginalized up-country areas. While in 2003 still 90% of the approved applications originated from Kampala and nearby areas, in 2007 this had changed into: 50% Kampala, 50% up-country. Also due to the efforts of the at that time NFP desk officer at the RNE in Kampala, working in close collaboration with the NFP officers in the districts, the up-country CB needs could be addressed specifically.

In 2010 new application and selection procedures were introduced, together with an online. In this section, the periods before and after the introduction of the new procedures are looked at.

### Prior to 2010

Prior to the new procedures and online system introduced in 2010, the application and selection procedures implied paperwork. The applicants had to fill out an application form and send it, together with additional documents such as a declaration of the employing organisation and highest diploma, to the RNE in Kampala. Some applicants were interviewed at the RNE as well, to clarify their motivation and/or the contribution of their NFP participation to the performance of their organisation.

The RNE in Kampala had much more influence on the application and selection procedures. NFP was linked to the RNE development policies and the application and selection procedures accommodated the RNE's priorities in development policies (Ecorys, Evaluation of NPT and NFP, 2007).

The RNE in Kampala developed three different application procedures for the 2007 NFP programmes, indicating the policy priorities for NFP in Uganda:

5. NFP procedure for some of the priority sectors in Uganda (Justice, Law and Order; Uganda Revenue Authority and Procurement Sector);
6. NFP procedure for Nebbi, Arua (incl. Koboko & Maracha), Yumbe, Moyo, Adjumani, Lira (incl. Amolatar & Dokolo), Kaberamaido, Soroti and Katakwi (incl. Amuria);
7. NFP procedure for Gulu (incl. Kilak), Moroto, Kamuli (incl. Kaliro), Hoima, Masindi (incl. Buliisa), Kibaala, Rakai, Bushenyi and Kisoro.

For every NFP procedure of the RNE in Kampala, a detailed guide was available, also explaining the scoring of the application.

The scoring system was as follows (with a maximum score of 50):

- Applicant is female: 10;
- Applicant is working in one of the priority areas of the embassy: 25;
- Applicant is working up-country in a needy region: 10;
- Applicant is employed by one of the three organisations with a Nuffic Multi Year - Agreement but not part of the agreement: 5.

The current RNE staff (both NFP desk officer and the development policy staff) think it is a shame they are not able to continue linking NFP with their development policies anymore. RNE Kampala also reduced the 1 fte for the NFP desk officer to 0.5 fte. In addition, the role of the regional NFP officers, who are in service of the district governments, has become unclear and need to be redefined. In a telephone conversation, they (2) stated that their activities contributed strongly to efficiency, as no application was submitted that did not correspond with the demand of the area. They would like a stronger role in implementing NFP in the rural areas again.

### Since 2010

The main goal of introducing the new (online) application and selection procedures was to decrease the administrative burden for the applicants, the RNEs and NUFFIC and to increase the efficiency of the application procedures. Although the online system is easier for applicants in rural areas in theory, the number of documents they need to upload in combination with the weak internet connection in rural areas, resulted into many complaints about the online system, especially from the alumni in rural areas. According to the RNE desk officer, they still need to print out everything and create paper dossiers anyway, because the system is not user-friendly and they cannot generate the overviews they would like to. In addition, the applicants are not requested to give their phone number, which causes problems when the applicant/fellow/alumnus need to be traced. Whilst the NFP desk officer regularly receives requests of NUFFIC to get hold of an applicant/fellow.

The selection procedure has also been standardised across all NFP countries. Both the RNE and the HE institutions score the applications (scale from 1 to 10). The applicants with the highest mean scores and who fulfil the preferential criteria most (gender ratio and rural areas) are then selected. Although the new procedure should be more transparent, the RNE and the applicants complain about the lack of transparency. According to the RNE, the main concern of the HE institution is to select the candidates with the best academic promise. They would not consider the development

goal of NFP enough. For the Ugandan applicants, it is less clear how they can improve their chances on getting in then before, when the scoring was unambiguously explained by the RNE and even used to attract the people they preferred.

#### *Value added and alternatives*

##### **HE enrolment**

Although the enrolment in HE has improved over the years, mainly due to the establishment of new (private) universities, the studies completed are mainly at the Bachelor level. For Ugandans the opportunities to obtain a Masters degree are still scarce. For those ambitious Ugandans who lack this opportunity, getting into a fellowship programme is one of the few possibilities they have to improve themselves and their future prospects.

##### **Quality of education**

In addition, the HE system in Uganda is quite traditional. Experiencing modern teaching and learning methods delivers a major unexpected value added for the alumni. According to most, it was a 'life changing' experience which opened their minds. The elements mentioned most are interactive debating with fellow students and teacher, the group assignments for which they had to cooperate to solve a certain problem, the presentations they had to give, the learning from cases in practice (develop a 'real' business or policy plan) and learning from cases provided by fellow students from other countries.

##### **Alternatives**

Ugandans are eligible for numerous other fellowship programmes and thus have access to alternatives. Only few programmes, however, also target rural areas and provide chances for such an extensive number of Ugandans. Some alumni are somewhat indifferent as to which programme they get into; they also like to 'shop' in order to utilise all opportunities they can get. But some alumni do prefer NFP and present themselves as NFP 'advocates'. Reasons they give for favouring NFP are that NFP is organised well, the selection procedure is tough but honest and simply that they 'like the Netherlands'.

#### *Cost-effectiveness*

The budgets spent on the NFP modalities for Ugandan alumni are not available. The alumni themselves all expressed the opinion that the NFP course has been worth every cent – no matter which modality. They do agree, however, that it would be more cost-effective to organise the short courses of only one or two weeks in the own region instead of the Netherlands, despite the value of the international experience. Employers in general hold the opinion that short courses are more cost-effective. It is easier for them to picture the value of short courses, to repair specific knowledge gaps than to estimate the value of the longer Master courses, exceptions aside. In addition, the costs for the employers are also lower in case of short courses. They would also like to see more tailor-made courses, targeting the performance of (a part of) the organisation more systematically. Applicants, however, seem to prefer the Masters modality, because of its potential long-term impact on their career and personal development. On country level, the Masters modality relates strongly to the (longer-term) needs in terms of the lack of Master degree opportunities in Uganda.

## **Lessons and recommendations**

#### *Individual level*

The alumni agree most strongly on the following lessons/recommendations for the NFP-programme, in order to become (even) more effective:

**Follow-up sessions/refresher courses** – The alumni believe that an NFP experience should be followed up by an informal session with the host institution (workshop) and even better, by a refresher course to update the knowledge/competences, in order to strengthen the longer term effects of NFP. Not only the alumni for whom the NFP experience had been some time ago, but also those who had the experience quite recently recommended such an activity.

**More practical elements such as internships** – Also recommended by most alumni is to include more practical elements in the NFP programme, such as internships (especially Master courses) or just one day of practical experience in a company/organisation. The alumni had hoped to learn more how businesses were run in the Netherlands, or how to put their new knowledge into practice in a 'real' setting instead of practicing with fellow students.

**Strengthening alumni network in home country, especially rural areas** – Some alumni indicate that they miss the support they got from their teachers but also their fellow students in the Netherlands. The alumni network in the capital is quite strong and the meetings are very popular. In rural areas, however, this network is quite weak. The need for such a network is felt not only to keep the lessons learnt vivid, but also to socialise with others who had the same NFP experience.

**Really short courses in own region** – Although the Netherlands experience is highly valued by the alumni, those who participated in a short course do feel that it would be more efficient if the short courses (of just a few weeks) would be held in the own region. Most alumni, however, think their course was too short – with regard to both short courses and Masters.

#### *Organisational level*

At the organisational level, also some recommendations were given:

**More tailor-made courses, preferably 'in-house' or otherwise in own region** – In contrast to the alumni, most employers think that the duration of Master degree programmes is too long. They prefer short courses and, even better, tailor-made courses in the own region/'in-house'. Two capital based employing organisations (semi-private institutions with a strong management capacity) suggested that collaboration between Netherlands based educational providers and Ugandan based providers could be more efficient. Especially short follow-up activities could be carried out more cost-effective by Ugandan based educational co-partners.

**More involvement of the organisation in whole process instead of only application** - Not all, but some employers would like to be more involved in the NFP programme instead of only during the application process. Employers would also like to receive more support in preparing their organisation for the return of their employees; in which way the organisation can make best use of the acquired knowledge & skills to improve the overall performance.

#### *Programme-level*

For the NFP programme, the following recommendations recurred during the interviews with alumni and RNE staff:

- **Application and selection procedure:** Simplification of documents to be uploaded; especially in rural areas this can cause problems due to a weak internet network;
- **More transparent selection procedure:** Both RNE and the alumni feel that the selection procedure has become less since 2010. A complaint of the RNE is that the institutions are focused on the candidates who are most likely to succeed the programme instead of who contribute the most to the goals of NFP (and of the RNE DC policy). The applicants are not sure how to estimate their chances or how to improve their chances for selection;

- **Clearer role NUFFIC:** A recurrent remark of the alumni is that the role of NUFFIC is unclear to them. After starting the NFP course a few of them meet a NUFFIC representative at the host institution, but for most NUFFIC remains at a distance. They have the impression that NUFFIC is responsible for their selection for NFP, but do not have any contact information to thank them. They also would appreciate follow-up actions towards the alumni and employers, if only just to find out whether they are doing ok;
- **Cooperation between NUFFIC and RNE should be improved:** The RNE would like to improve the communication between NUFFIC and RNE and a clearer description of responsibilities of both organisations. E.g. the telephone number of the applicants is not registered on the application form. Still NUFFIC requests RNE regularly to contact the applicants/fellows by phone in order to solve certain problems they encounter. RNE feels that that should be the responsibility of NUFFIC themselves;
- **Restoration of NFP-DC policy link:** The RNE staff holds the opinion that the former link between NFP and DC policy in Uganda was very useful and strengthened the effectiveness of both. Due to the online instrument and selection procedure they feel they are unable to link both CB instruments anymore.







# NFP Alumni Questionnaire

## NFP Evaluation Employer Questionnaire 2011/2012

### Involvement in NFP

According to our information, staff of your organisation participated in the Netherlands Fellowship Program (NFP). If more than one employee participated in NFP, can you please give your general opinion.

\* 1. **Do you know whether staff of your organisation participated in the Netherlands Fellowship Programme (NFP)?**

Yes, I am well informed about this

Yes, I have heard about it, but do not know the details

No, I am not informed about this

\* 2. **To what extent was a manager in the organisation involved in the decision making of staff to subscribe or enrol into the NFP programme?**

(In general) Closely involved in the decision making

(In general) Only formally/indirectly involved

(In general) Informed after the decision was taken

(In general) Not informed at all

Do not know

\* 3. **In which NFP education or training did staff of your organisation participate? Please tick the relevant categories**

Individual fellowships for master's degree programmes

Individual fellowships for PhD studies

Individual fellowships for short courses

Tailor made training course (group training)

Refresher courses (group training)

Do not (exactly) know

**4. In the period 2002-2010: How many staff participated in the following NFP education or training? Please write a number for each NFP education or training in which your staff participated. If you do not exactly know, please give an estimate**

Individual fellowships for master's degree programmes

Individual fellowships for PhD studies

Individual fellowships for short courses

Tailor made training course (group training)

Refresher courses (group training)

\*

**5. When was the last time, staff of your organisation participated in an NFP education or training? Please fill in the year the last NFP course of your employee was finished**

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

Do not know

Other, please specify

.....

**Education and training policy of your organisation**

\*

**6. What strategies does your organisation normally apply to respond to shortages in skilled manpower in the organisation?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|--|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Recruitment of qualified staff from outside the organisation | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Incompany training of staff                                  | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Facilitating off-the-job education or training               | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Outsourcing of work  | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| More efficient organisation of work                          | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Cancelling requests for (more) work                          | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Other, please specify<br>.....                               | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

\*

**7. To what extent do the following statements apply to your organisation?**

|   | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|---|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Our organisation actively encourages staff to obtain further education or training                        | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Our organisation actively encourages staff to enrol into international fellowship programmes              | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Our organisation has its own budget for education and training of staff                                   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Decisions about further education of staff are based on education and training needs of the organisation  | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Due to the salary levels in our organisation, we have difficulties attracting and retaining skilled staff | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

## Reasons for participating in NFP

\* 8. **What were the main reasons for your organisation to allow staff to participate in NFP education or training?**

|   | 1<br>Not<br>applicable   | 2<br>Slightly<br>applicable | 3<br>Applicable          | 4<br>Highly<br>applicable | Do not<br>know           |
|---|--------------------------|-----------------------------|--------------------------|---------------------------|--------------------------|
| To improve the quality of staff   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To reduce manpower shortages in a specific position                                   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To retain staff for the organisation  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To reduce shortages of relevant expertise in the organisation                         | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To improve the quality of services of the organisation                                | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To (further) develop an international network with institutions and colleagues abroad | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To enhance innovation in the organisation   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| Other, please specify<br>.....  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |

## Impact of the NFP education and training

\*

**9. How do you rate the impacts of the NFP education or training on the organisation? If more than one employee participated than please give your general impression**

|   | 1<br>No impact           | 2<br>Low impact          | 3<br>Moderate<br>impact  | 4<br>High impact         | Do not know              |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Improved quality of staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reduced manpower shortages in specific position(s)                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved relevant expertise in the organisation                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Retained staff for the organisation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved quality of services of the organisation                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved management of the organisation                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved international network with institutions and colleagues abroad    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Introduction of new technologies in the organisation                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enhanced working motivation among participating staff                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Willingness among other staff to enrol into similar education or training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**10. What other impacts of NFP education or training do you consider important, and are not mentioned in the former question?**

\* 11. **Did your organisation experience one or more of the following drawbacks because of staff participating in the NFP programme(s)?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|--|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Serious capacity problems in the organisation due to absence of NFP participant(s) | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Increased work pressure for other colleagues                                       | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Reduced work motivation among NFP alumni   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Staff having become over-educated for their work                                   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Other, please specify<br>.....   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

\* 12. **Could the NFP education or training of your staff have had more impacts on the organisation if certain elements had been differently organised?**

Yes

No

Do not know

\* 13. **In what way could the NFP education or training of your staff have had more impacts on the organisation?**

If the education or training had been better tuned to the needs of the organisation

If the organisation had been more involved in the selection of candidates

If the education or training had been more embedded in our training policy

If the NFP participant(s) would have communicated better on the content of the course/programme

If the quality of the courses/programmes would have been better

If more staff of the organisation could attend the NFP programme

If more refresher courses were organised

If the transfer of NFP knowledge to other staff in the organisation had been better organised

Other, please specify  
.....



\*

**14. To what extent does your organisation have contacts with the NFP education or training institute(s) or other organisations in the Netherlands?**

|  | 1<br>Regularly           | 2<br>Occasionally        | 3<br>Rarely              | 4<br>Never               | Do not<br>know           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| with the NFP education or training institute                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with public bodies (ministries, municipalities)                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with private companies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with non-governmental organisations in the Netherlands           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with another university or research institute in the Netherlands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, please specify<br>.....                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*

**15. All in all, how useful was the content of this NFP education or training for your organisation**

- Very useful
- Useful
- Slightly useful
- Not useful at all
- Do not know

\*

**16. How do you rate the staff turnover among staff that participated in NFP education or training compared to the average staff turnover in your organisation**

- Above average staff turnover
- Average staff turnover
- Below average staff turnover
- Do not know

**Refresher course**

\* 17. Did staff that participated in NFP education or training also participate in a so-called refresher course?

Yes

No

Do not know

\* 18. Was this refresher course useful for your organisation?

Very useful

Useful

Slightly useful

Not useful at all

Do not know

\* 19. What do you consider to be the main value of the NFP refresher course?

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|--|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Upgrade of knowledge and skills acquired in the earlier NFP course | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Opportunity for discussing practical problems                      | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Catching up with the newest technologies and methodologies         | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Strengthen business and academic contacts in the Netherlands       | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Strengthen social contacts in the Netherlands                      | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Other, please specify<br>.....                                     | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

Concluding

\*

**20. To what extent does your organisation still experience shortages of skilled manpower?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable          | 4<br>Highly applicable   | Do not know              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Further improvement of staff quality is required in all respects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is still a lack of specific expertise in the organisation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is still a shortage of staff in specific position(s)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*

**21. In the future, do you still intend to support staff of your organisation to participate in NFP education or training?**

Yes, certainly

Yes, probably

No, probably not

No, definitely not

Do not know

**22. Why would you not support staff to participate in NFP education or training?**

**23. If you have any other remarks or comments on the NFP education or training your employee(s) followed, please elaborate.**

**Finally, we would like to ask some questions about the background of your organisation**

\*

**24. In which country is your organisation located?**

Afghanistan  
Albania  
Argentina  
Armenia  
Autonomous Palestinian Territories  
Bangladesh  
Benin  
Bhutan  
Bolivia  
Bosnia-Herzegovina  
Brazil  
Burkina Faso  
Burundi  
Cambodia  
Cape Verde  
Colombia  
Costa Rica  
Cuba  
Democratic Republic of the Congo  
Ecuador  
Egypt  
El Salvador  
Eritrea  
Ethiopia  
Georgia  
Ghana  
Guatemala  
Guinea-Bissau  
Honduras  
India  
Indonesia  
Iran  
Ivory Coast  
Jordan  
Kenya  
Kosovo

Macedonia  
Mali  
Moldova  
Mongolia  
Mozambique  
Namibia  
Nepal  
Nicaragua  
Nigeria  
Pakistan  
Peru  
Philippines  
Rwanda  
Senegal  
South Africa  
Sri Lanka  
Sudan  
Surinam  
Tanzania  
Thailand  
Uganda  
Vietnam  
Yemen  
Zambia  
Zimbabwe  
Other, please specify  
.....

\*

**25. What position do you have in the organisation?**

Minister/State secretary

Director/CEO

Manager/Head of unit

Senior staff member

Professor

Teacher/trainer

Owner of the company

Other, please specify

.....

Not applicable

\*

**26. In which sector(s) is your organisation active?**

Agriculture, forestry and fishing

Mining and quarrying

Manufacturing

Electricity, gas, steam and air conditioning supply

Water supply; sewerage, waste management and remediation activities

Construction

Wholesale and retail trade; repair of motor vehicles and motorcycles

Transportation and storage

Accommodation and food service activities (hotels, restaurants, etc.)

Information and communication

Financial institutions

Renting, buying and selling of real estate

Consultancy, research and other specialised business services

Renting and leasing of tangible goods and other business support services

Public administration, public services

Education

Human health and social work activities

Culture, sports and recreation

Other service activities

Extraterritorial organisations and bodies (for example: IMF, WorldBank, WTO, OPEC)

Non-governmental organisation

Other, please specify

.....

Do not know



\* **27. What type of organisation is your organisation?**

- NGO (non-governmental organisation)
- Government or government funded organisation
- University or research institute
- Business/Private company
- Other, please specify  
.....
- Do not know

**28. How many employees does your organisation have? Please write a number. If you do not exactly know, please give an estimation**

\* **29. Did you ever participate in an NFP education or training yourself?**

- Yes
- No
- Do not know

\* **30. In which type of NFP education or training did you participate**

- Master course
- PhD course
- Short course
- Tailor-made training
- Refresher course
- Do not know

\*

**31. In which year did you finish your (last) NFP education or training?**

1990

1991

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

Do not know

Other, please specify

.....

# NFP Employers Questionnaire

## NFP Evaluation Employer Questionnaire 2011/2012

### Involvement in NFP

According to our information, staff of your organisation participated in the Netherlands Fellowship Program (NFP). If more than one employee participated in NFP, can you please give your general opinion.

\* **32. Do you know whether staff of your organisation participated in the Netherlands Fellowship Programme (NFP)?**

Yes, I am well informed about this

Yes, I have heard about it, but do not know the details

No, I am not informed about this

\* **33. To what extent was a manager in the organisation involved in the decision making of staff to subscribe or enrol into the NFP programme?**

(In general) Closely involved in the decision making

(In general) Only formally/indirectly involved

(In general) Informed after the decision was taken

(In general) Not informed at all

Do not know

\* **34. In which NFP education or training did staff of your organisation participate? Please tick the relevant categories**

Individual fellowships for master's degree programmes

Individual fellowships for PhD studies

Individual fellowships for short courses

Tailor made training course (group training)

Refresher courses (group training)

Do not (exactly) know

**35. In the period 2002-2010: How many staff participated in the following NFP education or training? Please write a number for each NFP education or training in which your staff participated. If you do not exactly know, please give an estimate**

Individual fellowships for master's degree programmes

Individual fellowships for PhD studies

Individual fellowships for short courses

Tailor made training course (group training)

Refresher courses (group training)

\*

**36. When was the last time, staff of your organisation participated in an NFP education or training? Please fill in the year the last NFP course of your employee was finished**

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

Do not know

Other, please specify

.....

### Education and training policy of your organisation

\*

**37. What strategies does your organisation normally apply to respond to shortages in skilled manpower in the organisation?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable            | 3<br>Applicable | 4<br>Highly applicable | Do not know           |
|--|--------------------------|-------------------------------------|-----------------|------------------------|-----------------------|
| Recruitment of qualified staff from outside the organisation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Incompany training of staff                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Facilitating off-the-job education or training               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Outsourcing of work  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| More efficient organisation of work                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Cancelling requests for (more) work                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Other, please specify<br>.....                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |

\*

**38. To what extent do the following statements apply to your organisation?**

|   | 1<br>Not applicable      | 2<br>Slightly applicable            | 3<br>Applicable | 4<br>Highly applicable | Do not know           |
|---|--------------------------|-------------------------------------|-----------------|------------------------|-----------------------|
| Our organisation actively encourages staff to obtain further education or training                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Our organisation actively encourages staff to enrol into international fellowship programmes              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Our organisation has its own budget for education and training of staff                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Decisions about further education of staff are based on education and training needs of the organisation  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |
| Due to the salary levels in our organisation, we have difficulties attracting and retaining skilled staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | ◀               | ▶                      | <input type="radio"/> |

## Reasons for participating in NFP

\* 39. What were the main reasons for your organisation to allow staff to participate in NFP education or training?

|   | 1<br>Not<br>applicable   | 2<br>Slightly<br>applicable | 3<br>Applicable                     | 4<br>Highly<br>applicable | Do not<br>know           |
|---|--------------------------|-----------------------------|-------------------------------------|---------------------------|--------------------------|
| To improve the quality of staff   | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To reduce manpower shortages in a specific position                                   | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To retain staff for the organisation  | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To reduce shortages of relevant expertise in the organisation                         | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To improve the quality of services of the organisation                                | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To (further) develop an international network with institutions and colleagues abroad | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| To enhance innovation in the organisation   | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| Other, please specify<br>.....  | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |

## Impact of the NFP education and training

\*

**40. How do you rate the impacts of the NFP education or training on the organisation? If more than one employee participated than please give your general impression**

|   | 1<br>No impact           | 2<br>Low impact          | 3<br>Moderate<br>impact  | 4<br>High impact         | Do not know              |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Improved quality of staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reduced manpower shortages in specific position(s)                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved relevant expertise in the organisation                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Retained staff for the organisation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved quality of services of the organisation                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved management of the organisation                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improved international network with institutions and colleagues abroad    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Introduction of new technologies in the organisation                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enhanced working motivation among participating staff                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Willingness among other staff to enrol into similar education or training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**41. What other impacts of NFP education or training do you consider important, and are not mentioned in the former question?**

\* **42. Did your organisation experience one or more of the following drawbacks because of staff participating in the NFP programme(s)?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|--|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Serious capacity problems in the organisation due to absence of NFP participant(s) | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Increased work pressure for other colleagues                                       | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Reduced work motivation among NFP alumni   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Staff having become over-educated for their work                                   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Other, please specify<br>.....   | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

\* **43. Could the NFP education or training of your staff have had more impacts on the organisation if certain elements had been differently organised?**

Yes

No

Do not know

\* **44. In what way could the NFP education or training of your staff have had more impacts on the organisation?**

If the education or training had been better tuned to the needs of the organisation

If the organisation had been more involved in the selection of candidates

If the education or training had been more embedded in our training policy

If the NFP participant(s) would have communicated better on the content of the course/programme

If the quality of the courses/programmes would have been better

If more staff of the organisation could attend the NFP programme

If more refresher courses were organised

If the transfer of NFP knowledge to other staff in the organisation had been better organised

Other, please specify  
.....



\*

**45. To what extent does your organisation have contacts with the NFP education or training institute(s) or other organisations in the Netherlands?**

|  | 1<br>Regularly           | 2<br>Occasionally        | 3<br>Rarely              | 4<br>Never               | Do not<br>know           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| with the NFP education or training institute                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with public bodies (ministries, municipalities)                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with private companies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with non-governmental organisations in the Netherlands           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| with another university or research institute in the Netherlands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, please specify<br>.....                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*

**46. All in all, how useful was the content of this NFP education or training for your organisation**

- Very useful
- Useful
- Slightly useful
- Not useful at all
- Do not know

\*

**47. How do you rate the staff turnover among staff that participated in NFP education or training compared to the average staff turnover in your organisation**

- Above average staff turnover
- Average staff turnover
- Below average staff turnover
- Do not know

**Refresher course**

\* **48. Did staff that participated in NFP education or training also participate in a so-called refresher course?**

Yes

No

Do not know

\* **49. Was this refresher course useful for your organisation?**

Very useful

Useful

Slightly useful

Not useful at all

Do not know

\* **50. What do you consider to be the main value of the NFP refresher course?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable | 4<br>Highly applicable | Do not know              |
|--|--------------------------|--------------------------|-----------------|------------------------|--------------------------|
| Upgrade of knowledge and skills acquired in the earlier NFP course | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Opportunity for discussing practical problems                      | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Catching up with the newest technologies and methodologies         | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Strengthen business and academic contacts in the Netherlands       | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Strengthen social contacts in the Netherlands                      | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |
| Other, please specify<br>.....                                     | <input type="checkbox"/> | <input type="checkbox"/> | ◀               | ▶                      | <input type="checkbox"/> |

**Concluding**

\*

**51. To what extent does your organisation still experience shortages of skilled manpower?**

|  | 1<br>Not applicable      | 2<br>Slightly applicable | 3<br>Applicable          | 4<br>Highly applicable   | Do not know              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Further improvement of staff quality is required in all respects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is still a lack of specific expertise in the organisation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is still a shortage of staff in specific position(s)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*

**52. In the future, do you still intend to support staff of your organisation to participate in NFP education or training?**

Yes, certainly

Yes, probably

No, probably not

No, definitely not

Do not know

**53. Why would you not support staff to participate in NFP education or training?**

**54. If you have any other remarks or comments on the NFP education or training your employee(s) followed, please elaborate.**

**Finally, we would like to ask some questions about the background of your organisation**

\*

**55. In which country is your organisation located?**

Afghanistan  
Albania  
Argentina  
Armenia  
Autonomous Palestinian Territories  
Bangladesh  
Benin  
Bhutan  
Bolivia  
Bosnia-Herzegovina  
Brazil  
Burkina Faso  
Burundi  
Cambodia  
Cape Verde  
Colombia  
Costa Rica  
Cuba  
Democratic Republic of the Congo  
Ecuador  
Egypt  
El Salvador  
Eritrea  
Ethiopia  
Georgia  
Ghana  
Guatemala  
Guinea-Bissau  
Honduras  
India  
Indonesia  
Iran  
Ivory Coast  
Jordan

Kenya  
Kosovo  
Macedonia  
Mali  
Moldova  
Mongolia  
Mozambique  
Namibia  
Nepal  
Nicaragua  
Nigeria  
Pakistan  
Peru  
Philippines  
Rwanda  
Senegal  
South Africa  
Sri Lanka  
Sudan  
Surinam  
Tanzania  
Thailand  
Uganda  
Vietnam  
Yemen  
Zambia  
Zimbabwe

Other, please specify  
.....

\*

**56. What position do you have in the organisation?**

Minister/State secretary

Director/CEO

Manager/Head of unit

Senior staff member

Professor

Teacher/trainer

Owner of the company

Other, please specify

.....

Not applicable

\*

**57. In which sector(s) is your organisation active?**

Agriculture, forestry and fishing

Mining and quarrying

Manufacturing

Electricity, gas, steam and air conditioning supply

Water supply; sewerage, waste management and remediation activities

Construction

Wholesale and retail trade; repair of motor vehicles and motorcycles

Transportation and storage

Accommodation and food service activities (hotels, restaurants, etc.)

Information and communication

Financial institutions

Renting, buying and selling of real estate

Consultancy, research and other specialised business services

Renting and leasing of tangible goods and other business support services

Public administration, public services

Education

Human health and social work activities

Culture, sports and recreation

Other service activities

Extraterritorial organisations and bodies (for example: IMF, WorldBank, WTO, OPEC)

Non-governmental organisation

Other, please specify

.....

Do not know



\*

**58. What type of organisation is your organisation?**

- NGO (non-governmental organisation)
- Government or government funded organisation
- University or research institute
- Business/Private company
- Other, please specify  
.....
- Do not know

**59. How many employees does your organisation have? Please write a number. If you do not exactly know, please give an estimation**

\*

**60. Did you ever participate in an NFP education or training yourself?**

- Yes
- No
- Do not know

\*

**61. In which type of NFP education or training did you participate**

- Master course
- PhD course
- Short course
- Tailor-made training
- Refresher course
- Do not know

\*

**62. In which year did you finish your (last) NFP education or training?**

1990

1991

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

Do not know

Other, please specify

.....

# Terms of Reference

Tender document  
Limited bidding procedure:

## **Evaluation of the Netherlands Fellowship Program (NFP)** *FEZ/IM-233/DSO*

**Ministry of Foreign Affairs of The Netherlands,  
The Department for Social Development (DSO)**

Printed: 11/6/12

FEZ/IM version: 20110413

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# 1. The Ministry of Foreign Affairs / DSO / general

## 1.1 Justification of the evaluation

The Ministry of Foreign Affairs is responsible for coordinating and implementing Dutch foreign policy. The Netherlands is represented in a large number of countries and in many international organisations, and this is reflected in an extensive network of embassies, permanent representations and consulates-general. These missions represent the Kingdom of the Netherlands and therefore all branches of its government. For more information, visit our website: [www.minbuza.nl](http://www.minbuza.nl).

The Department for Social Development (DSO) of the Ministry of Foreign Affairs is responsible for developing and implementing Dutch development policies in education, research and innovation, health, HIV/ AIDS, sexual and reproductive health and rights, and civil society. DSO is also responsible for the Netherlands Fellowship Programmes (NFP) that have been implemented over the years.

The most recent evaluation of the results of the Netherlands funded Fellowship Programmes was conducted in 2002. Though an evaluation of the NFP, as managed by the Nuffic, was conducted in 2006, this evaluation was more process oriented and gave less evidence of the results accomplished and the extent to which policy objectives had been realized. This calls in 2011 for more evidence based information on whether the NFP has been able to accomplish what was intended as per the Program's objective, i.e. 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'<sup>104</sup>.

Currently the Netherlands foreign and development cooperation policies are going through some important changes following the letters to Parliament presenting the spearheads of development cooperation policy of November 2010 and March 2011 (e.g. in terms of countries, priority themes, etc.). This raises the question how international education programmes could respond optimally to the aims and priorities of these new policies that are currently being developed.

This evaluation will address the above mentioned needs for information and will have both a summative – accountability - and formative – forward looking – character. The evaluation is expected to generate information that will be useful to all NFP stakeholders and organisations involved in similar fellowship programmes.

The value and size of the contract is a best estimate based on the information currently available. No rights can be derived from it.

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<sup>104</sup> Policy framework of the International Education Policy; House of Representatives, 2000-2001, 22452, No. 16.

Further details of the contract will be presented in this tender document.

## 1.2 Background information on the Netherlands Fellowship Programmes

In 1998, an inter-ministerial policy review was conducted of the Netherlands International Education Programmes existing at the time – including the Fellowship Programmes. Based on the outcomes of this review, the Netherlands government decided in 1999 to radically change these programmes to allow for inter alia more flexibility and better coordination between the various International Education Programmes, better coordination between foreign and development policy priorities, better demand-orientation to reflect needs and priorities of partners in developing countries and to ensure the allocation of resources on a price-quality basis through enhanced competition and broadening potential supply of higher education services in the Netherlands.

In February 2001, the Minister for Development Cooperation sent a new policy framework to the House of Representatives of the State's General (House of Representatives 2000-2001, 22541, no. 16), elaborating on the basic principles and outlining the remit of the intermediary organization that would manage the Netherlands International Higher Education Programmes.

The aim of the NFP, as mentioned above, is 'to help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'. NFP specifically aims to address the needs for training in the short-term, focusing on capacity building in a broad spectrum of governmental, private and non-governmental organizations (educational institutes, planning institutes, ministries, private companies, etc.) (Policy framework 2001) The need for training has to be evident within the context of an organization. This implicates that applicants have to be nominated by their employers. By addressing these shortages, the Programme is expected to contribute to qualitatively better functioning organizations, companies, etc. and thereby aims to give a *qualitative impulse* to society.

The main features of the NFP that was introduced in 2002 (NFP 'new') and the NFP that was adjusted in 2008 (NFP 'renewed') following the external evaluation of 2006 are summarized in the overview below. More detailed information on the 'new' and 'renewed' NFP can be found at the programme's website ([www.nuffic.nl/nfp](http://www.nuffic.nl/nfp)).

|                    | <b><i>New (2002 – 2008)</i></b>  | <b><i>Renewed NFP (2008 to date)</i></b> |
|--------------------|--|--|
| <b><i>Aims</i></b> | To 'help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'. NFP specifically aims to address the needs for training in the short-term, focusing on capacity building in a broad spectrum of governmental, private and non-governmental organizations (educational institutes, |  |

|                                       | <b>New (2002 – 2008)</b>  | <b>Renewed NFP (2008 to date)</b>  |
|---------------------------------------|---|--|
| <i>Scope</i>                          | <p>planning institutes, ministries, private companies, etc.)<sup>105</sup></p> <p>The Fellowship Programmes are broad in scope and <i>not confined to bilateral cooperation target areas</i>. The programme is characterized by a <i>demand-driven approach</i>. In distributing scholarships account is taken of the total number of eligible applications per course or programme and institution has received (flexible distribution of funds). In order to offer the broadest possible response to the demand, NFP fellowships are available for around 400 Master degree programmes and 200 Short courses (2009) of international training courses offered by Dutch organizations (<i>supply</i>).</p> | <p>A new, digital nomination and selection procedure was introduced in November 2010. This gives the Dutch embassies in the NFP countries more influence on the selection of eligible candidates.<sup>106</sup></p>  |
| <i>Eligible countries (see Annex)</i> | 57 countries  | 60 countries   |
|                                       | Aim is to spend a minimum of 50% of the programme resources on mid-career fellows from sub-Saharan Africa   |  |
| <i>Modalities</i>                     | <p>Master and PhD programmes of a minimum of one year (NFP-AP)</p> <p>Programme for <i>diploma courses, refresher courses</i><sup>107</sup> and <i>tailor-made</i> group training courses<sup>108</sup> provided partially or completely by Dutch organizations, lasting a maximum of one year (NFP-TP)<sup>109</sup></p>   | <p>PhD<br/>Master courses<br/>Diploma courses<br/>Refresher courses</p> <p>Tailor made training and MYA were discontinued as a modality of NFP. However, some elements of the possibilities of these special programmes were integrated into the NICHE programme</p> |

<sup>105</sup> Policy framework 2001

<sup>106</sup> More information on the selection criteria and process can be found at the programme's website ([www.nuffic.nl/nfp](http://www.nuffic.nl/nfp)).

<sup>107</sup> Refresher courses enable former students to brush up their knowledge and skills, and are designed to increase the impact and sustainability of previous courses. Applications for refresher courses can come from both developing countries and the Dutch organisations

<sup>108</sup> The tailor-made courses were only open to local organisations (individually or as a group) with a training requirement. They had to apply through the Dutch embassies in the country concerned. They drew entirely on the total pool of expertise available in the Netherlands. For the best match between supply and demand, a grant tendering procedure was used, which involved a price-quality comparison.

<sup>109</sup> The courses under NFP-TP did not confer degree status or academic titles.

|                      | <b><i>New (2002 – 2008)</i></b>   | <b><i>Renewed NFP (2008 to date)</i></b>  |
|----------------------|---|---|
|                      | Multi-year agreements (MYA) <sup>110</sup>  | since these modalities were more strongly linked to capacity building of organizations. Under NICHE, the possibilities are restricted to post-secondary education organizations in NICHE countries which are invited to participate in the programme. |
| <i>Target groups</i> | Existing courses must meet certain minimum requirements, approved by the Minister, in order to be included in the Fellowship Program's shortlist. This list of approved courses is reviewed every year to enable a flexible and competent response to new developments.<br><br>The target group of the Programme comprises mid-career professionals who are nationals of and working and living in one of the 60 NFP countries. To be eligible for a fellowship, the application of these professionals needs to be nominated/supported/endorsed by their employer. Although fellowships are awarded to individuals, candidates' training needs must be embedded within the institutional development of the local organizations they work for. Aim is to spend a minimum of 50% of the programme resources on fellowships for women. | In 2008 it was decided that (i) more attention should be paid to candidates belonging to minority groups and/or marginalized regions;   |

Following a tender procedure, Nuffic was contracted on 7 June 2002 to manage NFP-AP and NFP-TP (in addition to the new Programme for Post-Secondary Education, NPT). In October 2005, the Ministry of Foreign Affairs decided to extend the management contract until the end of 2007, since the new programmes had been phased in very gradually and had only become fully operational in 2004. This contract for the management of the programmes was extended with another year until the end of 2008.

Following a tender of the management contract for the 'renewed' NFP (together with the management of the new programme NICHE) in 2008, a management agreement was signed with Nuffic in October 2008. The official implementation date of the programmes was 1 October 2008. The planned

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<sup>110</sup> This modality entailed identifying national organisations with which multi-year agreements were concluded enabling them to nominate staff for an NFP-sponsored course. A pilot of this modality started in 2003 in 10 countries and by the end of 2005 it was implemented in 8 countries through 18 multi-year agreements.

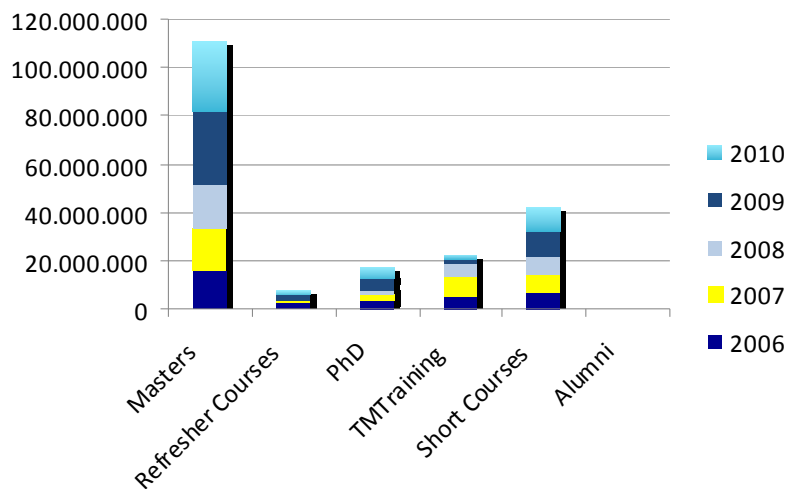
duration of the NFP and NICHE and the related management contract with Nuffic is four years until 31-12-2012.

Expenditures on NFP totaled some € 200.2 million over the period 2006-2010 of which 57% was spent on fellowships for master programmes (see Figure 1).<sup>111</sup>

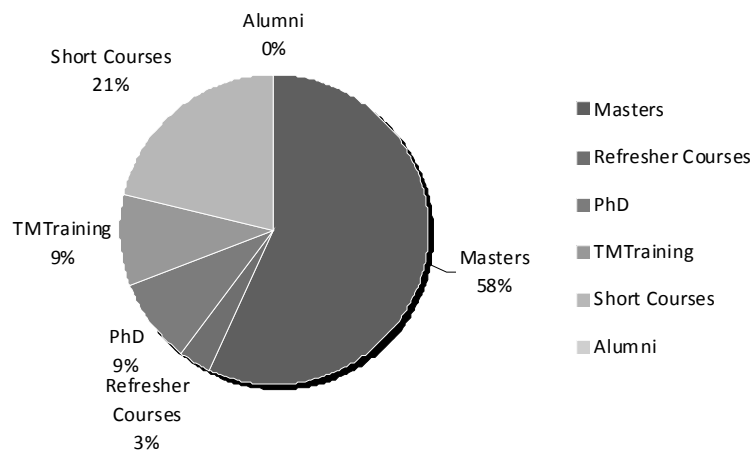
Figure 1: Budget share of type of fellowships and alumni support, 2006-2010

Expenditures over the period 2006-2010 by type of fellowship and and year is shown in Figure 2.<sup>112</sup>

Figure 2: Expenditures by type of fellowship and alumni support, 2006-2010



Some additional information on fellowships for master programmes,



short courses and PhD's is provided in the appendix.

### 1.3 Stakeholders

Stakeholders of the NFP and their position within the Programme are in brief:

<sup>111</sup> Financial data for the period 2002-2010 will be made available at the start of the evaluation.

<sup>112</sup> Financial data for the period 2002-2010 will be made available at the start of the evaluation.

The Ministry of Foreign Affairs – both in The Hague and, through the Netherlands embassies, in the countries eligible for NFP. The Ministry in The Hague is responsible for NFP policy making, financing, programme supervision, external and independent evaluations; the embassies have a role in the pre-selection of NFP candidates

Nuffic, which is responsible for NFP management, awarding fellowships, programme monitoring and programme level reporting (financial + progress) to the Ministry of Foreign Affairs, (financial) administration and accounting, and internal evaluation

Netherlands training providers, responsible for content and organization of the training/education, quality assurance of the training/education provision, (financial) administration and accounting of individual fellowships and reporting to Nuffic

NFP participants ('fellows') participating in the training in the Netherlands  
NFP fellows and alumni employers in the NFP eligible countries (including academic institutions and academic supervisors in the case of PhD-fellows).

#### 1.4 Scope and purpose of the evaluation

Overall, the evaluation will concern the implementation of the Netherlands Fellowship Programmes (NFP) in the period 2002 (the year in which the programme became fully operational) to 2010. For an assessment of effectiveness and impact, the evaluation will focus on fellowships that were completed in the period 2004 to 2009.

The evaluation will consider all NFP modalities of the period 2002-2010, i.e. short courses, refresher courses, PhD (sandwich) fellowships, master programmes; it will also include tailor made and multi-year agreements (terminated with the introduction of the 'renewed' NFP (see further below)).

The *overall purpose* of the policy evaluation is to account for Netherlands funding and other inputs provided for the NFP in the period 2002-2010 and, based on the findings of this policy evaluation, gain lessons for future policy development and implementation.

The evaluation aims to address the following key questions:

1. What were the development problems that featured at the basis of the design of NFP in 2002 and in 2008? Are these still valid today, and if so for what reasons?
2. To what extent does the NFP effectively and efficiently 'help alleviate quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries' in a sustainable manner?
3. To what extent did the Programme contribute to positive public relations for the Netherlands<sup>113</sup>?
4. What lessons can be drawn on the basis of the findings re 1 to 3 and serve as inputs for future Dutch fellowship policy making – against a background of changing overall development policies?

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<sup>113</sup> The 'Assessment memorandum' of the Ministry of Foreign Affairs of April 2008 specifically refers to the importance of the public relations aspect of the NFP

The above key questions are further detailed below in a series of specific Evaluation Questions (EQ), using the OECD/DAC criteria of policy relevance<sup>114</sup>, effectiveness<sup>115</sup>, efficiency<sup>116</sup>.

### 1.4.1 1. Relevance

**EQ 1.1** What were the rationale and objectives of the NFP as formulated in 2002 and reformulated in 2008, and are these still valid? Is there still a need for external support to alleviate 'quantitative and qualitative shortages of skilled manpower at mid-career level, in the context of capacity building within the framework of poverty reduction in developing countries'?

**EQ 1.2** What have been the NFP policies in the period between 2002 and 2010? What explains the changes that may have been made to these policies over these years? How do they relate to the overall development policies pursued by the Ministry of Foreign Affairs?

**EQ 1.3** How have general policies been operationalized in *inter alia* the selection of NFP countries, selection criteria for applicants, NFP modalities and the selection of NFP courses?

**EQ 1.4** How do the developments in Netherlands international fellowship policies compare with the policies of other key players and the resources they have available? What are the explanations for the main commonalities and differences observed?

### 1.4.2 2. Effectiveness

As regards effectiveness, the evaluation will focus on the results accomplished at the level of the individual NFP alumnus and at the level of the organization at which this alumnus is/was employed. The answers to these questions are to be segregated by gender, sub-Saharan Africa and elsewhere, deprived groups and/or persons originating from deprived regions in the NFP countries. *The assessment will include a comparison with other fellowship programmes of other donors and self-paying students coming to the Netherlands.*

#### General:

Which concerns about programme effectiveness have influenced the design of NFP in 2002, and in 2008? Have they been addressed effectively?

#### At individual level

**EQ 2.1** To what extent did the NFP fellows complete their training and was this as planned? What factors explain the rate of completion?

**EQ 2.2** How do NFP alumni assess the value of the NFP fellowship and the training/education provided and what have been their perspectives in terms of

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<sup>114</sup> Policy relevance relates to the extent to which the aid activity is suited to the priorities and policies of the target group (i.e. the NFP fellows and alumni), recipient country and donor (i.e. the Netherlands Government).

<sup>115</sup> The evaluation criterion of effectiveness is defined as the extent to which the direct results of the fellowships, i.e. the trained mid-career professionals (=outputs) have contributed to the sustainable realisation of the NFP programme objectives.

<sup>116</sup> Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.



career, increased responsibilities, increased possibilities to train others, increased income, (academic) networking with peers, institutions in the Netherlands? Did this meet their expectations?

**EQ 2.3** Did the NFP alumni return to their employer and have they been able to utilize their new expertise, knowledge, skills, aptitudes, etc. after returning to their employer? What have been the factors and conditions that have made this (im)possible (both in relation to the training and the employer)? What aspects/elements of the NFP fellowship have been considered most useful in this respect?

#### **At institutional level**

**EQ 2.4** To what extent did the NFP alumni return to their employer at the time of application and did they return to positions where they could implement their acquired knowledge and skills? Are there still qualitative and quantitative vacancies within the organization concerned? What other measures did these organizations take to fill these vacancies?

**EQ 2.5** To what extent can it be established that the return of the NFP alumni has influenced the functioning of these organizations and what have been the factors and conditions that have made this (im)possible? *Attention will be paid in this respect to the issue of 'brain drain'.*

### **1.4.3 3. Impact**

**EQ 3.1** What is known about the indirect contribution made by the NFP (through better institutional capacity of employers of NFP alumni) to the wider aims of socio-economic development, poverty alleviation and gender equity? E.g. how do numbers and types of NFP trainees compare with the recipient countries' quantitative and qualitative shortages of skilled manpower at mid-career level, and their Education and Human Resource policies? Has the selection of fellows corresponded with country-specific needs and opportunities?

**EQ 3.2** To what extent do the employers play an essential role in the socio-economic development in the country?

**EQ 3.3** To what extent did the Programme contribute to positive economic and political relations for the Netherlands?

### **1.4.4 4. Efficiency**

**EQ 4.1** What were problems of efficiency that featured at the basis of the design of NFP in 2002, and in 2008?

**EQ 4.2** What has been the actual division of responsibilities between the NFP stakeholders in NFP design and implementation (i.e. from the identification of NFP candidates to the return of the fellows to their home country)? Did this division effectively address efficiency concerns?

**EQ 4.3** In what *manner* has this division of responsibilities been arranged and have the arrangements been efficient and effective and did implementation of the Programme meet conditions made in the different agreements?

**EQ 4.4** What have been the costs (and cost components) of the different types of fellowships (at different Netherlands training providers) and how do these compare with a similar training/education offer provided elsewhere in Europe, the eligible NPT countries and/or countries in the region? Are there

indications of extra costs/inefficiencies as a result of the programme being covered by Dutch training institutions?

**EQ 4.5** What conclusions can be drawn as regards the most efficient fellowship modality?

**EQ 4.6** Were any measures (such as joint degree or double degree programmes) taken to minimize fellowship costs? If so, why and have these been effective?

**EQ 4.7** Were any measures taken to increase the efficiency of the courses in terms of teaching methodology, implementing modules in partner countries, making use of ICT technology (e-learning)?

**EQ 4.8** What role have the Holland Alumni network and the alumni offices at the Netherlands training providers played?

#### **1.4.5 5. Description & analysis of budget**

**EQ 5.1** What has been the financial contribution of the Ministry of Foreign Affairs to NFP in the period 2002 and 2010?

**EQ 5.2** In the period 2002-2010, what has been the utilization of the NFP budget by year, country, number and types of fellowships awarded, sectors covered, and by institution in the Netherlands? What resources have been made available for NFP alumni associations (overall and local organizations)?

**EQ 5.3** In addition to the financial contribution of the Ministry of Foreign Affairs under EQ 5.1, what other costs have been incurred in the same period by the different stakeholders for the implementation of the NFP and how have these been financed?

#### **1. Lessons**

**E.Q 6.1.** 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?

#### **1.5 Evaluation methodology**

In terms of evaluation methodology, the evaluation will apply, as detailed below, the following instruments:

Review of documentation

Interviews, both in the Netherlands and, through short field visits, in a selection of four NFP countries

On-line questionnaires

Focus group discussions with alumni and employers

##### **1.5.1 Review of documentation**

1. (Available) NFP programme documentation (Ministry of Foreign Affairs, Nuffic, participating Netherlands training providers): parliamentary files, policy documents and memorandums (including project reports and MFA comments, internal reviews and evaluations), guidelines and administrative regulations, instructions, budgets, NFP application forms, key correspondence.
2. Documentation on new foreign and development aid policies of the Netherlands Government, including policies with respect to higher education

3. Documentation concerning (a selection of) the training programmes conducted by the Netherlands training providers (for the different types of fellowships)
4. Policy and programme documentation concerning fellowships of other bilateral donors (DFID-British Council, Germany, France, US – e.g. evaluation reports of VLIR and NORAD fellowship programmes), including evaluations conducted, *plus* documentation on the experiences with self-paying students in the Netherlands (aims pursued, procedures, relationship fellowships – foreign policy and development policy, information on evaluation of programmes and results accomplished, costs incurred and results accomplished)
5. International reports on effectiveness and impact of fellowship programmes (to establish state-of-the-art), analysis of skilled manpower needs and resources in developing countries (especially Sub-Sahara Africa), and best practices and lessons learned on how to address them.

The evaluation will use the results of all the surveys that are undertaken at the Holland Alumni 2011 conference that Nuffic is organizing at the request of the Ministries of Foreign Affairs and Education, Culture and Science in May 2011.<sup>117</sup>

A review will also be made of the tracer studies that have been conducted by the Netherlands training providers and Nuffic (2009) and the tracer studies of other donors; the outcomes thereof will be summarized and incorporated into the final analysis.

### 1.5.2 Interviews

In the Netherlands, interviews will be held with:

- Representatives of the Ministry of Foreign Affairs (DSO and others) and the Ministry of Education, Culture and Science (OCW)
- Nuffic
- A sample of Netherlands training providers
- A sample of current fellowship holders (representing different types of fellowships)
- A sample of self-paying students

In a selection of four NFP countries, interviews will be held with a selection of Alumni

- Alumni employers
- Representatives of the Netherlands embassy
- Local Ministries responsible for (Manpower) Planning
- Representatives of local chapters of the Netherlands Alumni Association (where applicable)
- Representatives of other international organizations providing fellowships, and other donors/international organizations advising on country-specific general development policies (World bank, UNDP)

Interviews will be semi-structured and on the basis of interview lists that will be developed during the early stages of the evaluation.

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<sup>117</sup> According to Nuffic's website, the conference offers 200 participants from 40 countries and opportunity to expand their international knowledge network, to participate in career focused ('loopbaan gerichte') workshops and to return home as 'Study in Holland ambassador'.

### 1.5.3 Questionnaires

The evaluation will build on the NFP Tracer Study that was conducted by the Knowledge Department of Nuffic's Knowledge and Innovation Directorate in 2009, and will make use of the recently received e-mail addresses of alumni and their employers (at least 1000).

The online questionnaire that was developed for this study and sent to NFP alumni, and their respective employers, of the 2003-2004 to 2005-2006 cohorts (graduation deadline 31 December 2007) will be used for the *NFP alumni cohorts* for the period 2006-2007, 2007-2008, 2008-2009 and 2009-2010 (graduation deadline 31 December 2010). The questionnaire will concern all types of NFP courses (PhD, MA, short (refresher) courses, Taylor Made and Multi-year Agreements) as far as NFP alumni are concerned. The questionnaire may need adaptation in the light of the above evaluation questions; this will be ensured during the inception phase of the evaluation.

Since it is to be anticipated that a percentage of e-mails inviting alumni and their employers to participate is expected to 'bounce') and that not all alumni and their employers will be completing the questionnaire, the questionnaire will be sent to *all* alumni.

The on-line questionnaire sent to NFP alumni employers in 2009 will be adapted as appropriate and used for a (representative) sample of) alumni employers, employers of NFP alumni under tailor made courses and multi-year agreements.

The online system to be used will automatically generate the necessary statistics; enable cross-tabulation, etc. The appropriateness of including open questions in the questionnaire will be examined in the light of the experiences with the 2009 survey. The system will be such that it allows for triangulation with the results of the survey among alumni.

Using the above questionnaire for NFP alumni as a basis, an online questionnaire will be developed and sent to a representative sample of self-paying students – through the Netherlands training providers that accommodated these students. The questionnaire will be distributed among self-paying students in agriculture, business administration, and social sciences, the need for this questionnaire will be determined once the outcomes of the tracer studies conducted by the Netherlands training providers are known.

### 1.5.4 Focus groups

In the Netherlands, focus group discussions (FGDs) will be held with:

Representatives of Netherlands training providers  
NFP fellows currently in the Netherlands

During the proposed country visits, in each country FGDs will be held with a selection of NFP alumni.

## 1.6 Country visits

Short country visits (9 days maximum) are foreseen to a total of 4 NFP countries. The country visits aim to complement and triangulate information from existing documentation and the questionnaires. Country visits will involve, as explained above, interviews, focus groups and additional document study.

Taking into account:

the number of fellows sent by a country for all modalities of the NFP and multi-year agreements<sup>118</sup>

The focus of NFP on Sub-Saharan Africa (50%)

the possibility to focus in the evaluation on the results of the scholarships in sectors of key importance to Netherlands development policies

the possibility to compare the way of selecting candidates for the NFP used by the embassy of Uganda with the way of selecting candidates used by the majority of the embassies

The choice is made to visit Ethiopia, Ghana, Uganda and Bangladesh. With respect to this sample it is furthermore noted that:

**Ethiopia:** During the period 2002-2010 Ethiopia was on the top of the list regarding the number of scholarships (in particular in agriculture) received for all modalities.

**Ghana:** Ghana too has received a substantial number of scholarships in the period 2002 -2010 for amongst others courses in health

**Uganda:** Uganda has decided to send an impressive number of mid-career professionals to the Netherlands to follow all kinds of courses. In the years 2005 -2010 the embassy has applied an alternative method of selecting candidates for the NFP by making use of a network of local focal points throughout the country. Candidates working in the field of justice, law and order, political governance, accountability/ anti-corruption or primary education were eligible.

**Bangladesh:** The choice for Bangladesh is made taking into account the fact that during a least 25 years fellowships have been awarded to mid-career professionals working in the sector of water management.

## 1.7 NFP evaluation matrix

Consistent with the EQs and evaluation scope, an evaluation matrix showing the basic evaluation design, is provided below, including indicators at output and outcome level.

| <i>Level</i>  | <i>Indicators</i> <sup>119</sup>   | <i>Sources of information</i>  |
|---------------|--|--|
| <i>Inputs</i> | Number of fellow applications and awarded (different types of training/education (by gender, country, type of training/ education, deprived region and/or deprived group, (non) Sub- | Nuffic and Netherlands training providers statistical data on NFP<br>Nuffic and Netherlands training providers financial data on NFP |

<sup>118</sup> See also the NFP Annual Report 2009.

<sup>119</sup> See assessment memorandum NFP and NPT, April 2008.

| <b>Level</b>   | <b>Indicators<sup>119</sup></b>   | <b>Sources of information</b>  |
|--|---|--|
|  | Saharan Africa) and budgets available and utilized  |  |
| <b>Output</b>  | <p>Number of fellows successfully completing the different types of training/education (by gender, country, type of training/ education, deprived region and/or deprived group, (non) Sub-Saharan Africa</p> <p>Assessment by fellows and alumni of the quality and relevance of the NFP training provision</p> | <p>Nuffic statistical data on NFP Data Netherlands training providers (including statistics, exit interviews, fellow assessments, course reports and course evaluations)</p> <p>On-line questionnaire with NFP alumni (period 2006-2010)</p> <p>Earlier Nuffic tracer study (2003 – 2006)</p> <p>Existing tracer studies of Netherlands training providers</p> <p>Interviews with NFP fellows (on-going) and NFP alumni (returned) of selected training/education programmes</p> <p>Holland Alumni 2011 conference study</p> <p>FDGs</p> |
| <b>Outcome</b>   | Number of NFP alumni promoted/given more responsibility after their return from the Netherlands with the same employer  | <p>On-line questionnaire with NFP alumni (period 2006-2010)</p> <p>Tracer studies of Netherlands training providers</p> <p>Earlier Nuffic tracer study</p> <p>Holland Alumni 2011 conference study</p> <p>FDGs</p> <p>Interviews with employers and alumni</p>   |
|  | Number of NFP alumni making effective use of new skills, aptitudes, etc. within their employing organization  |  |
|  | Number of NFP alumni at key positions   |  |
|  | Number of NFP alumni who have left their home country (brain drain)   |  |
|  | Development relevance of the training provision   | <p>Review of selected training/education materials of Netherlands training providers</p> <p>On-line questionnaire NFP alumni</p> <p>On-line questionnaire NFP alumni employers</p> <p>FDGs with alumni</p> <p>General analysis (desk study) of development relevance of fellowship programmes</p> <p>Analysis of selected countries' shortages of skilled manpower, and their related policies and resources</p> <p>Analysis of selected countries' brain drain trends and figures</p>   |
| Extent to which NFP training/education has met the demand for short-term training and capacity building of the employers | <p>FDGs with alumni</p> <p>Interviews with employers and alumni</p>   |  |

### **1.7.1 Deliverables**

The following deliverables will be produced by the evaluation team as a result of the evaluation exercise:

- Inception report – the inception report will be delivered 10 days after the start of the assignment. It will include an updated planning of the evaluation, design of interview guides to be used, proposed final report structure, anticipated/encountered constraints to the evaluation and proposed remedies, an overview of main documents (see above).
- Draft country-level reports – the country-level reports will outline the main findings of the field visits. They are to be prepared upon the completion of each field visit and submitted within 10 days thereafter; the country reports will be presented to the reference group for review. The country level reports may be included as an appendix to the final report.
- Draft Final report. The draft report will include an Executive Summary of conclusions and recommendations and will clearly distinguish NFP ‘new’ and NFP ‘renewed’. It should be submitted to DSO by 1 February 2012 as per the planning below. The draft will be discussed with the reference group.
- Final report. The final evaluation report will be submitted 3 weeks after receipt of the comments of the reference group on the draft.

All reports will be produced in English. Summaries of the country reports will be prepared in the language of the country concerned.

## **1.8 Organization and planning**

### **1.8.1 General**

The policy evaluation falls under the responsibility of the Department DSO of the Netherlands’ Ministry of Foreign Affairs. The evaluation will be led in DSO by J.M. de Graaf.

The maximum bid price is € 125.000,- excluding VAT for the evaluation (see 6.2.2).

### **1.8.2 Reference group**

A reference group will be appointed for the evaluation. This reference group will comment and advise, both in writing and during meetings, on the deliverables mentioned above and in particular on the draft final evaluation report of the policy review. The reference group will be chaired by L. Anten and have as its members:

- A representative of DSO
- A representative of the Policy and Operations Evaluation Department of the Ministry of Foreign Affairs (IOB)
- A representative of Nuffic
- An independent expert (to be identified)

The reference group will either meet physically in The Hague or convene by means of a phone/video conference. The reference group will review the inception report, country level reports and the draft final report of the evaluation, and/or parts thereof, in terms of quality, credibility, clarity and consistency by means written and/or verbal comments.

### 1.8.3 Planning

The evaluation will take place between August 2011 to April 2012. A tentative planning for the evaluation is provided in the table below. Timing will need to consider academic holidays both in the Netherlands and the NFP countries. The contract will be for the period of the evaluation.

During the tender (evaluation) period – May and July 2011- both Nuffic and DSO will collect all necessary materials (policy documents, guidelines, project outlines, etc.) and will make these available to the evaluators at the start of the assignment which is envisaged for August 2011. Nuffic will also inform the Netherlands training providers involved in NFP and request them to (i) make sure that relevant supplementary materials are available and (ii) to inform their partners in the South. DSO will inform the Netherlands embassies in the countries concerned.

*Table: Tentative evaluation planning*

|   | May | June | July | August | September | October | November | December | January | February | March |
|---|-----|------|------|--------|-----------|---------|----------|----------|---------|----------|-------|
| <b>Activities</b>   |     |      |      |        |           |         |          |          |         |          |       |
| Finalization & approval Terms of Reference  | X   |      |      |        |           |         |          |          |         |          |       |
| Evaluation tender procedure & contracting   |     | X    | X    |        |           |         |          |          |         |          |       |
| Inform NFP stakeholders on the evaluation and information requirements  |     | X    | X    |        |           |         |          |          |         |          |       |
| Collect documentation   |     |      |      | X      |           |         |          |          |         |          |       |
| Document review   |     |      |      | X      | X         |         |          |          |         |          |       |
| Prepare and discuss inception report  |     |      |      | X      |           |         |          |          |         |          |       |
| Develop interview guides  |     |      |      | X      | X         |         |          |          |         |          |       |
| Interviews in the Netherlands   |     |      |      |        | X         | X       |          |          |         |          |       |
| Focus groups in the Netherlands   |     |      |      |        |           | X       |          |          |         |          |       |
| Design/adapt and implement on-line questionnaires   |     |      |      |        | X         |         |          |          |         |          |       |
| Field visits to 4 countries (including preparatory document analysis, interviews, focus groups, debriefing, etc.) |     |      |      |        |           |         | X        | X        |         |          |       |
| Discuss country reports   |     |      |      |        |           |         |          | X        |         |          |       |
| Data analysis   |     |      |      |        |           |         | X        | X        |         |          |       |
| Prepare draft report  |     |      |      |        |           |         | X        | X        | X       |          |       |
| Review and discuss report (reference group)   |     |      |      |        |           |         |          |          |         | X        | X     |
| Prepare final report  |     |      |      |        |           |         |          |          |         | X        | X     |

After the finalization of the Final Report, two representatives of the evaluation team shall be available to present the main findings and recommendations during a conference with Dutch and international NFP NPT and NICHE



stakeholders. This conference is scheduled for April 2012. The budget for this event is outside the scope of the evaluation assignment.

## 2. Acronyms and abbreviations

|          |   |
|----------|---|
| Nuffic   | Netherlands Organisation for International Cooperation in Higher Education                              |
| NPT      | Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity |
| NICHE    | Netherlands Initiative for Capacity development in Higher Education                                     |
| DSO      | Social Development Department, Ministry of Foreign Affairs  |
| NFP      | Netherlands Fellowship Programmes   |
| IOB      | Policy and Operations Evaluation Department, Ministry of Foreign Affairs                                |
| NGO      | Non-Governmental Organisation   |
| OECD/DAC | Organisation for Economic Cooperation and Development/Development Assistance Committee                  |

## 3. Additional data on NFP 2006-2010 (Source: Nuffic, 2011)

|  | 2006  | 2007  | 2008   | 2009  | 2010  |
|--|-------|-------|--------|-------|-------|
| <b>Master courses</b>                              |       |       |        |       |       |
| Number of applicants                               | 3.406 | 3.431 | 3.348  | 3.185 | 3.896 |
| Number of fellows                                  | 589   | 565   | 573    | 897   | 853   |
| Chance to obtain a fellowship                      | 17,3% | 16,5% | 17,1%  | 28,2% | 22%   |
| % of applicants from sub-Saharan Africa            | 56%   | 69%   | 70%    | 69%   | 70%   |
| % fellowship holders from sub-Saharan Africa       | 56%   | 58%   | 65%    | 61%   | 61%   |
| % female applicants                                | 24%   | 26%   | 25%    | 27%   | 28%   |
| % female fellowship holders                        | 44%   | 50%   | 46%    | 48%   | 47%   |
| % applicants from priority groups/regions          | -     | -     | -      | 56%   | 51%   |
| % fellowships holders from priority groups/regions | -     | -     | -      | 61%   | 46%   |
| <b>Short courses</b>                               |       |       |        |       |       |
| Number of applicants                               | 3.913 | 4.391 | 4.331  | 4.92  | 6.807 |
| Number of fellows                                  | 900   | 1.052 | 1.052  | 1.433 | 1.329 |
| Chance to obtain a fellowship                      | 23%   | 24%   | 24%    | 29%   | 20%   |
| % of applicants from sub-Saharan Africa            | 53%   | 52%   | 52%    | 50%   | 58%   |
| % fellowship holders from sub-Saharan Africa       | 52%   | 55%   | 57%    | 53%   | 57%   |
| % female applicants                                | 30%   | 31%   | 30%    | 34%   | 31%   |
| % female fellowship holders                        | 44%   | 49%   | 48%    | 51%   | 53%   |
| % applicants from priority groups/regions          | -     | -     | -      | 25%   | 31%   |
| % fellowships holders from priority groups/regions | -     | -     | -      | 31%   | 35%   |
| <b>PhD fellows</b>                                 |       |       |        |       |       |
| Number of applicants                               | 221   | 244   | 192    | 193   | 215   |
| Number of fellows                                  | 43    | 28    | 34     | 68    | 65    |
| Chance to obtain a fellowship                      | 19%   | 11%   | 17%    | 35,2% | 30,2% |
| % of applicants from sub-Saharan Africa            | 40,7% | 50%   | 61.10% | 61,1% | 56,7% |

|  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| % fellowship holders from sub-Saharan Africa       | 22,2% | 71,4% | 61,8% | 63,2% | 67,7% |
| % female applicants                                | 34,3% | 27,5% | 30,2% | 30,1% | 63,7% |
| % female fellowship holders                        | 44,1% | 46,4% | 52,9% | 51,5% | 55,4% |
| % applicants from priority groups/regions          | -     |       | 2,6%  | 41,5% | 37,2% |
| % fellowships holders from priority groups/regions | -     |       | 2,9%  | 51,5% | 53,8% |

|                                   | 2006  | 2007  | 2008  | 2009  | 2010  |
|-----------------------------------|-------|-------|-------|-------|-------|
| <b>Master</b>                     |       |       |       |       |       |
| Agricultural Sciences             | 25,1% | 36,3% | 18,1% | 16,9% | 17,8% |
| Architecture                      | 9,8%  | 11,8% | 11,3% | 8,5%  | 8,0%  |
| Arts                              | 0%    | 0%    | 0,3%  | 0,4%  | 0,4%  |
| Business Administration           | 13,1% | 12,7% | 12,6% | 14,3% | 16,4% |
| Communication                     | 1,4%  | 1,2%  | 1,0%  | 1,4%  | 0,6%  |
| Education                         | 1,9%  | 1,6%  | 1,6%  | 1,1%  | 1,1%  |
| Engineering Sciences              | 8,0%  | 7,4%  | 6,3%  | 8,1%  | 8,0%  |
| Geography                         | 12,7% | 0%    | 17,6% | 17,7% | 16,1% |
| Humanities                        | 0%    | 0%    | 0,3%  | 0,2%  | 0,7%  |
| Languages                         | 0%    | 0%    | 0,3%  | 0,2%  | 0%    |
| Law                               | 3,2%  | 3,0%  | 2,6%  | 3,0%  | 2,8%  |
| Mathematics and Computer Sciences | 0,5%  | 0,2%  | 0,2%  | 0,3%  | 0,2%  |
| Medical Sciences                  | 4,9%  | 6,0%  | 5,6%  | 6,0%  | 5,0%  |
| Natural Sciences                  | 2,9%  | 4,1%  | 4,2%  | 3,0%  | 5,6%  |
| Other                             | 0%    | 0%    | 0%    | 1,2%  | 0,9%  |
| Social Sciences                   | 15,6% | 15,7% | 16,1% | 17,4% | 15,8% |
| Transport and communications      | 0,5%  | 0%    | 1,2%  | 0%    | 0,6%  |
| <b>Short courses</b>              |       |       |       |       |       |
| Agricultural Sciences             | 33,2% | 43,0% | 49,9% | 39,8% | 51,2% |
| Architecture                      | 9,9%  | 7,5%  | 6,0%  | 5,3%  | 3,7%  |
| Arts                              | 0%    | 0%    | 0%    | 0%    | 0%    |
| Business Administration           | 27,5% | 27%   | 23,9% | 27,4% | 18,4% |
| Communication                     | 6,1%  | 7,1%  | 6,2%  | 5,2%  | 5,9%  |
| Education                         | 1,9%  | 3,6%  | 3,3%  | 4,9%  | 3,8%  |
| Engineering Sciences              | 2,0%  | 2,2%  | 2,6%  | 1,6%  | 1,1%  |
| Geography                         | 11,5% | 0%    | 0,1%  | 6,1%  | 6,8%  |
| Law                               | 0,7%  | 0,5%  | 0,8%  | 0,6%  | 0,8%  |
| Mathematics and Computer sciences | 0%    | 0%    | 0%    | 0%    | 0%    |
| Medical Sciences                  | 2,6%  | 1,4%  | 0,8%  | 2,2%  | 1,3%  |
| Natural Sciences                  | 0,4%  | 1,6%  | 0,6%  | 0,5%  | 0,1%  |
| Other                             | 0%    | 0%    | 0%    | 0%    | 0,5%  |
| Social Sciences                   | 3,6%  | 5,1%  | 5,4%  | 6,5%  | 6,7%  |
| Transport and communications      | 0,7%  | 0,9%  | 0,4%  | 0%    | 0%    |
| <b>PhD Fellows</b>                |       |       |       |       |       |
| Agricultural sciences             | 25,6% | 32,1% | 23,5% | 13,8  | 9,2%  |
| Architecture                      | 2,3%  | 0%    | 2,9%  | 1,5   | 1,5%  |
| Business administration           | 4,7%  | 10,7% | 5,9%  | 7,7   | 6,2%  |
| Communication                     | 0%    | 0%    | 0%    | 1,5%  | 0%    |
| Education                         | 7,0   | 0%    | 14,7% | 7,7   | 6,2%  |
| Engineering sciences              | 0%    | 3,6%  | 0%    | 4,6%  | 3,1%  |

|                                   | 2006  | 2007  | 2008  | 2009  | 2010  |
|-----------------------------------|-------|-------|-------|-------|-------|
| Geography                         | 2,3%  | 0%    | 0%    | 3,1%  | 3,1%  |
| Law                               | 2,3%  | 7,1%  | 5,9%  | 3,1%  | 1,5%  |
| Mathematics and computer sciences | 0%    | 0%    | 0%    | 1,5%  | 1,5%  |
| Medical sciences                  | 11,6% | 3,6%  | 8,8%  | 7,7%  | 7,7%  |
| Natural sciences                  | 18,6% | 14,3% | 20,6% | 24,6% | 20%   |
| Other                             | 7,0%  | 0%    | 0%    | 0%    | 18,5% |
| Social sciences                   | 18,6% | 28,6% | 17,7% | 26,2  | 21,5% |

| 2006 | 2007 | 2008 | 2009 | 2010 |
|------|------|------|------|------|
|------|------|------|------|------|

### Master courses

|                               |       |       |       |       |       |
|-------------------------------|-------|-------|-------|-------|-------|
| Education institute           | 34,6% | 27,1% | 32,3% | 29,3% | 25,3% |
| Government/semi-government    | 41,8% | 41,1% | 38%   | 37,3% | 39,5% |
| Non-governmental organization | 12,2% | 16,1% | 15,2% | 13,8% | 14,3% |
| Research centre               | 0,3%  | 0,2%  | 0%    | 0,2%  | 0,1%  |
| Small business                | 6,6%  | 8,8%  | 6,8%  | 11,4% | 13%   |
| Large business                | 0%    | 0%    | 0,2%  | 0,1%  | 0,1%  |
| Others                        | 4,4%  | 6,7%  | 7,5%  | 7,8%  | 7,3%  |
| Not recorded                  | 0%    | 0%    | 0%    | 0%    | 0,4%  |

### Short courses

|                               |       |       |       |       |       |
|-------------------------------|-------|-------|-------|-------|-------|
| Education institute           | 34,6% | 28,7% | 30,8% | 24%   | 25,8% |
| Government/semi-government    | 41,8% | 43,1% | 42,7% | 40%   | 43,2% |
| Non-governmental organization | 12,2% | 15,7% | 14,2% | 16,9% | 18,1% |
| Research centre               | 0,3%  | 0,4%  | 0,4%  | 0,1%  | 0,1%  |
| Small business                | 6,6%  | 4,8%  | 6,1%  | 4,9%  | 5,3%  |
| Large business                | 0%    | 0%    | 0%    | 0,2%  | 0,2%  |
| Others                        | 4,4%  | 7,1%  | 5,9%  | 6,6%  | 7,1%  |
| Not recorded                  | 0%    | 0%    | 0%    | 0,4%  | 0,3%  |

### Ph. Fellows

|                               |       |        |       |       |       |
|-------------------------------|-------|--------|-------|-------|-------|
| Education institute           | 58,1% | 58,80% | 51,5% | 66,2% | 64,6% |
| Government/semi-government    | 11,6% | 14,7%  | 34%   | 18,5% | 18,5% |
| Non-governmental organization | 14,0% | 8,8%   | 0%    | 10,8% | 10,8% |
| Research centre               | 0%    | 0%     | 8,5%  | 0%    | 0%    |
| Small business                | 2,3%  | 0%     | 2,1%  | 1,5%  | 1,5%  |
| Large business                | 0%    | 0%     | 2,1%  | 0%    | 0%    |
| Others                        | 2,3%  | 0%     | 0%    | 4,6%  | 4,6%  |
| Not recorded                  | 11,6% | 17,6%  | 2,1%  | 0%    | 0%    |

| 2006 | 2007 | 2008 | 2009 | 2010 |
|------|------|------|------|------|
|------|------|------|------|------|

### Master courses

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| % of fellowships granted to IE Institutes                    | 67% | 65% | 55% | 53% | 48% |
| % of fellowships granted to universities                     | 25% | 26% | 30% | 32% | 32% |
| % of fellowships granted to universities of applied sciences | 8%  | 9%  | 15% | 15% | 19% |
| % of fellowships granted to other institutions               | -   | -   | -   | -   | 1%  |

### Short courses

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| % of fellowships granted to IE Institutes | 82,7% | 84,4% | 85,5% | 84,6% | 87,7% |
| % of fellowships granted to universities  | 8%    | 4,7%  | 7,1%  | 6,4%  | 4,8%  |
| % of fellowships granted to universities  | 0,6%  | 1,2%  | 0,6%  | 0,8   | 0,8%  |

|   |       |      |      |      |      |
|---|-------|------|------|------|------|
| applied sciences                                |       |      |      |      |      |
| % of fellowships granted to other organizations | 39,2% | 9,7% | 6,7% | 8,2% | 6,6% |

#### PhD fellows

|  |     |     |       |       |     |
|--|-----|-----|-------|-------|-----|
| % of fellowships granted to IE Institutes* | 21% | 25% | 23,5% | 22,1% | 20% |
| % of fellowships granted to universities*  | 79% | 75% | 76,5% | 77,9% | 80% |

## 4. Contract award procedure

The contract will be awarded by means of a limited bidding procedure. At least three organisations will be invited to submit a bid.

All information concerning the organisation, grounds for exclusion, knock-out criteria and award criteria must be provided in the format set out in the Annexe. The contract will be awarded solely on the basis of the information submitted.

### 4.1 Grounds for exclusion

To be eligible for the contract, tenderers must satisfy the criteria listed under 'Grounds for exclusion'.

Tenderers (principal contractors/subcontractors) who:

- 1) find themselves in one or more of the circumstances referred to in article 45 of the Public Procurement Tendering Rules Decree (BAO);
  - 2) do not submit their tender by **12:00 CET on June, 27, 2011**;
  - 3) submit statements/declarations, annexes or other information that are not correct, complete or regular;
  - 4) act contrary to the tender instructions and/or conditions;
- will be excluded from further participation in the award procedure.

### 4.2 Minimum requirements

Tenderers who do not meet the following minimum requirements will be excluded from further participation in the award procedure.

1. Tenderer must have performed and completed two contracts in the area of evaluation or research on higher education, including capacity building and/or fellowship programmes and tracer studies, in Africa or, Asia relevant for the assignment under consideration in 2008, 2009, 2010 or 2011.

It is required that one of these contracts has generated a demonstrable turnover for the tender of at least 125.000 euro, excluding VAT.

2. Tenderer must be familiar with the policy principles and the context in which the NFP programmes operate and have demonstrable in depth knowledge of recent and relevant developments in the field of higher education in relation to fellowship programmes in developing countries, including capacity building and/or tracer studies, as shown by (at least) one publication, report or comparable work carried out by the tenderer produced

in 2008, 2009, 2010 or 2011. The publication, report or comparable work can be the same as mentioned under 1 or 2.

3. Tenderer needs to confirm that no relevant conflict of interest has existed, exists or will exist performing the assignment in order to secure impartiality, objectiveness and independence of the evaluation tendered for. Therefore tenderer confirms that it has not been involved in the policy development and/or implementation of the NFP), nor any other relevant interests has existed, exists or will exist that is related to the evaluation. Whereas "tenderer" also means any consortium member, principal contractor or subcontractor.

As a consequence and for example a (former) staff member at one of the Netherlands educational institutions involved in the NFP cannot have involvement in the evaluation tendered for.

## **5. Contract award**

The selection process will be based on knock-out criteria (hard requirements) and award criteria.

### **5.1 Knock-out criteria**

Tenderers who do not meet the following knock-out criteria (quality requirements) will be excluded from further participation in the award procedure.

Tenderers must submit information relating to the knock-out criteria in the format set out in the Annexe.

Tenderers must meet the following knock-out criteria:

1. Acceptance of the draft public service contract and the 2008 General Government Terms and Conditions for Public Service Contracts (ARVODI) included in the Annexe. By signing the Statement of Agreement, tenderers indicate their acceptance of the draft contract and conditions. Amendments may be proposed in the question round. It is impossible to alter the contract once the final Information Notice has been issued. Conditions drawn up by the contractor or sector explicitly do not apply. No rights may be derived from the draft contract.
2. Tenderer confirms unconditionally to execute the evaluation fully according to the specifications as described in this document and the Annex: correctly, completely, lawfully, timely with the people and in the qualities as offered. Tenderer confirms unconditionally to execute that all research questions will be worked out qualitatively as requested.
3. Tenderer takes care that the team actually performing the evaluation exists of (at least):
  - a. One senior expert who will be designated as team leader. The team leader needs to have at least 3 years of relevant experience in performing evaluations and/or evaluations of higher education in Africa and Asia (or very similar) in the last 10 years.
  - b. A second (junior) expert who needs to have the relevant experience to carry out the desk studies

- c. four local experts for the case studies, one in each of the countries that will be visited. The local experts should have at least 3 years experience in higher education, including capacity building and or fellowship programmes. They need to speak local languages as required to conduct the studies.
4. Tenderer confirms that this team actually does the writing of the reports, doing the visits and interviews (etc.) and performs the activities requested for the evaluation.
5. Tenderer takes care that all research questions as indicated in this document and conclusions and recommendations are provided and at least elaborated as requested.
6. Tenderer guarantees meeting the due dates mentioned in this document regarding the evaluation especially the delivery of the final report of the evaluation **on March, 31, 2011**.
7. All reports need to be produced in the English language.
8. All members of the team master the English level on a C2 level when necessary for writing reports or communicating. Whereas under C2 level is understood:  
C2 - proficient user of the English language – can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
9. All team members need to be independent and neither the contracted organization nor its sub-contractors or individual team members should have been involved in implementing, administering, etc. of NFP.

## 5.2 Award criteria

Tenderers who are not excluded on the basis of the grounds for exclusion and knock-out criteria will be assessed on the basis of their score on the award criteria.

A score from 1 (lowest score) to 10 (highest score) will be awarded for each criterion or subcriterion. These scores will be multiplied by the weighting or sub-weighting factor, resulting in a total score for each tenderer. The contract will be awarded to the tenderer with the highest total score.

Award criteria for Quality and the bid price will be assessed.

The tender will be assessed and selected based on the underneath quality award criteria with the corresponding weighting factors. Tenderer should provide for all the information requested in the Annexe.

### 5.2.1 Quality (weighting factor 80%)

The quality award criteria are listed below, together with the corresponding weighting factors. Further details can be found in the Annexe. You should provide all the information requested.

## **1. Expertise and experience of the evaluation team (weighting factor 80%)**

Tenderer provides the CVs of the team members that will execute the evaluation as requested. The template in the Annexe is the template that need to be used for submission of the CVs.

The CVs will be assessed (starting from the knock-out criteria of 6.1) on relevancy of experience (80%) and relevancy of education and courses (20%):

- Broad evaluation experience at programme level
- Demonstrated experience in capacity building and institutional strengthening in developing countries, preferably in post-secondary education and training
- Demonstrated capacity to organise country visits in the four countries referred to above
- Experience in undertaking evaluations of similar (capacity building) programmes would be an advantage
- The necessary capacity to communicate and report in the various languages that are required for the assignment (i.e. Dutch, English ...).

The team leader will weight 25%, the senior expert 25% and the local experts 12,5% each.

## **2. Technical plan (weighting factor 20%)**

The extent in which tenderer is able to provide the evaluation its own interpretation and methodology (on top of the terms of reference, knock-out criteria). Therefore tenderer submits a technical plan for the evaluation which will be assessed on (and will contain separate sections for) the following aspects:

- a. Interpretation of the specifications of the evaluation as described in the tender document (fitting the terms of reference, knock-out criteria)
- b. Context analysis on higher education and the role played by and the use made of existing fellowship programmes in Africa and Asia with a focus on recent developments and the influence on the evaluation

Tenderer takes care that the aspects mentioned are reflected in separate sections and numbered consistently in the technical plan. The technical plan should not exceed 10 pages, excluding annexes.

The quality award criteria are listed below, together with the corresponding weighting factors.

| <b>Quality Award Criteria (70%)</b> | <b>Weighting factor</b> | <b>Sub-weighting factor</b> | <b>Sub-weighting factor</b> |
|-------------------------------------|-------------------------|-----------------------------|-----------------------------|
| <b>CVs</b>                          | 80%                     |                             |                             |
| <b>Expert 1/team leader</b>         |                         | 25%                         |                             |
| Relevancy of experience             |                         |                             | 80%                         |
| Relevancy of education              |                         |                             | 20%                         |

|                         |     |       |     |
|-------------------------|-----|-------|-----|
| <b>Expert 2</b>         |     | 25%   |     |
| Relevancy of experience |     |       | 80% |
| Relevancy of education  |     |       | 20% |
| <b>Local expert 1</b>   |     | 12,5% |     |
| Relevancy of experience |     |       | 80% |
| Relevancy of education  |     |       | 20% |
| <b>Local expert 2</b>   |     | 12,5% |     |
| Relevancy of experience |     |       | 80% |
| Relevancy of education  |     |       | 20% |
| <b>Local expert3</b>    |     | 12,5% |     |
| Relevancy of experience |     |       | 80% |
| Relevancy of education  |     |       | 20% |
| <b>Local expert 4</b>   |     | 12,5% |     |
| Relevancy of experience |     |       | 80% |
| Relevancy of education  |     |       | 20% |
|                         |     |       |     |
| <b>Technical plan</b>   | 20% |       |     |

### 5.2.2 Price (weighting factor 20%)

You should present your bid price as specified in the Annexe: in euros, excluding and including VAT for the period indicated. The prices bid are fixed; no changes are permitted at any stage.

The price per month is the bid price for the year in question divided by 12.

The maximum bid price is € 125.000,- excluding VAT for the evaluation. This is not an indication of what the bid price must be, but the price must not exceed this amount.

Tenderer provides the bid price:

- including all staff costs, office costs, overhead costs, travel costs, housing costs, security costs, transportation costs
- including all travel allowances as costs for hotels
- including and excluding VAT as requested
- including travel insurances and all other insurances
- including all taxes like income taxes, value added tax (VAT) or airport tax
- including all subsistence expenses as meals
- including all travel time
- including all other general expenses like vaccinations, medications, visa costs, communication costs like telephone, internet, currency differences, administrative costs, service charges etc.
- and all other costs

The lowest price will receive the maximum score of 10 points. The score for other bid prices will be calculated as follows:

(Lowest price / price in question) multiplied by 10



The lowest possible score is 1.

No adjustments for inflation may be made for the duration of the contract. Tenderers should therefore take inflation into account when making their bids (indexation).

## 6. Questions, timetable and submission

You can ask questions about the tender document **until 12:00 CET June, 14, 2011**

You should email questions to: Ms. drs J. de Graaf, Ministry of Foreign Affairs, DSO/OO [Jannie.Graaf@minbuza.nl](mailto:Jannie.Graaf@minbuza.nl), cc [DSO-OO@minbuza.nl](mailto:DSO-OO@minbuza.nl). Each question should include the number of the section in the tender document or annexe to which it relates, and quote the relevant passage. All questions will be answered, rendered anonymous and combined into an Information Notice. The Notice forms part of the tender documents and will be emailed to all tenderers.

The closing date and time for submitting tenders are **12:00 CET, June 27, 2011**. Tenders received after this deadline will not be taken into consideration.

The envelope / package should bear the following words: Ministry of Foreign Affairs, DSO/OO, attn Ms. drs J. de Graaf, Room 7C35, Tender "Evaluation of the Netherlands Fellowship Program (NFP) FEZ/IM-233/DSO", Postbus 20061, 2500 EB Den Haag, The Netherlands – CONFIDENTIAL: DO NOT OPEN. If you use a courier, it may be necessary to state the address for visitors.

If you wish to deliver the tender in person, you can do so on working days between 09:00 and 17:00 at the Ministry's central mail room, Prinses Irenestraat 6 (side entrance). The Ministry will provide a receipt on request.

Three copies of the tender must be submitted: one complete, original set, one easy-to-copy set (no tabs, plastic sleeves, foldouts, staples, etc.), and one set in MS Word/Excel on CD-ROM. The files should have the same names and be supplied in the same order as requested in the Annexe.

The Ministry will seek to award the contract **in (end of) July 2011**. Tenderers who are not awarded the contract will be notified at the same time, in writing and by email.

Tenders must be organised using the tabs described in the Annexe.

The Ministry is not obliged to consider any documents that do not comply with the prescribed format or are incomplete and will not return them.

Tenders submitted by email, fax or similar means will not be accepted. If the documents show inconsistencies, the text of the complete, original set of documents will take precedence.

Risks relating to delivery delays or the use of incorrect or incomplete addresses will be borne by the tenderers.

Submitted and accepted documents will not be returned.

Tenders should be sent in appropriate, sealed packaging.

Tenders should bear sufficient postage. The Ministry will refuse packages on which extra postage has to be paid.

The Annexe must be completed, signed and submitted exactly as requested. Altering or making additions to the fixed text of the Annexe or tender documents is not permitted. If this is found to have been done without permission, the tenderer may be excluded from further participation or any contract signed may be terminated.

## 7. Conditions

1. The Ministry of Foreign Affairs reserves the right to stop, suspend or terminate the award procedure without stating its reasons for doing so.
2. Tenderers must bear all costs that they incur as a result of the tender procedure. These costs are not eligible for reimbursement. By registering as a participant, tenderers agree to this condition.
3. The Ministry reserves the right to disregard "strategic" tenders and/or tenders with bid prices (for the entire contract or parts of it) that are not in line with the market (i.e. that are extremely high or extremely low).
4. By submitting a bid, a tenderer declares that the references it has given and the staffing, quality assurance system, materials etc. it has described are representative of the quality of the performance of the contract / resources to be used for the contract / the products to be supplied.
5. If a tenderer attaches conditions or reservations to its tender, the tender will be considered not to have been submitted, and will be deemed invalid. Conditions drawn up by the tenderer or sector explicitly do not apply.
6. It is possible that the report to be compiled will be sent to the House of Representatives. If so, the Ministry is obliged to inform the House of the costs associated with the report and explain why it was necessary. By submitting a tender, tenderers declare their agreement to this procedure.
7. All requested information, statements and other documents should be in English.
8. All correspondence and documentation drawn up by the Ministry will be in English/Dutch only. Correspondence relating to this contract award procedure should be in English/Dutch.
9. By signing the Statement of Agreement in the Annexe, the tenderer vouches for the accuracy, completeness and regularity of all the information requested and supplied, and agrees to all the conditions contained in the tender documents. Tenderers who provide inaccurate information may be excluded from the contract award procedure at any time.
10. The Annexe must be signed by an official authorised to represent the tenderer and conclude binding agreements. As a rule, it should be the representative enrolled in a commercial or professional register at the Chamber of Commerce.
11. The requirements and criteria set out in this award procedure and the information provided are based on the Ministry's best estimate of the size of the contract. Tenderers may not derive any rights from this information (e.g. relating to numbers, specifications or the timetable). The information is intended to give an indication of the contract award procedure and provide a basis for comparing tenderers.
12. Barring exceptions set out in the Copyright Act (*Auteurswet*), no part of this document may be reproduced (other than for the purpose of this

award procedure) by means of print, photocopy, microfilm, or in any other form without the written permission of the Ministry (intellectual property).

13. This tender document was drawn up with due care. If a tenderer nevertheless finds contradictions or flaws, it should inform the Ministry of them as soon as possible before the closing date for submitting tenders. If it later emerges that this document contains flaws or contradictions that were not reported by the tenderer, the Ministry cannot be held responsible.
14. The Ministry invites tenderers to ask any questions and make any objections they may have concerning the tender documents. Failure to take up this invitation may affect any subsequent claims. Reference is made in this regard to the judgment of the Court of Justice of the European Communities (ECJ) in case C-230/02 (the Grossmann judgment) of 12 February 2004, case law 2004, p. I-1829.
15. By signing the tender, a tenderer undertakes to maintain confidentiality with regard to all information obtained in connection with this award procedure and not to provide any information to third parties. An exception can be made for subcontractors or third parties who provide assistance in the preparation of the tender. In such cases the tenderer remains responsible for ensuring compliance with the duty of confidentiality.
16. Publicity regarding this award procedure is only allowed after obtaining the written approval of the Ministry.
17. The present tender has not come about under the influence of an agreement, decision or conduct that contravenes Dutch or EU competition law.
18. The Ministry will observe confidentiality with respect to any information provided by tenderers and will use this information only for the purpose of this award procedure.
19. The tenderer undertakes not to make any statements of any kind that could harm any of the other participants. Tenderers who breach this condition may be excluded from further participation in this award procedure.
20. The Ministry reserves the right to check the accuracy of all the information provided by tenderers, to request official supporting documents and to contact referees directly.
21. Oral communications, undertakings or agreements have no legal force unless confirmed in writing.
22. To guarantee objectiveness and independence performing the contract, tenderer (and each organization of the joint tender) declares to have no financial relation or any other conflict of interest (during the term of the contract) that may influence execution of the contract. Tenderer agrees that conflict of interest can be stated by the Ministry.  
'Conflict of interest' includes employing an employee of the Ministry or a former employee who left the Ministry less than two years ago who is or will be directly or indirectly involved in the current award procedure or the performance of the contract. In such an event, a tenderer should report this to the Ministry. If the Ministry has legitimate reasons for assuming that, contrary to a tenderer's declaration, a conflict of interest

does in fact exist, the tenderer will be excluded from the award procedure.

23. Organisations that are involved in this award procedure as external advisers to the Ministry or in any other way are not permitted to submit tenders.
24. This contract award procedure (including tenders submitted) is subject to Dutch law.
25. Tenderers must maintain their offers for 120 days after the closing date or for such further period as is necessary for the judge hearing applications for provisional relief (*voorzieningenrechter*) to give a decision.
26. A condition for contract award becoming final is that the parties reach agreement on the contract. The contract is included in the Annexe.
27. Once the contract award is final, the contractor must initial every page of the contract and the conditions upon signing the contract.
28. Government policy is aimed at reducing the administrative burden for businesses and the public sector. To this end, the Ministry will introduce e-procurement and e-invoicing (probably from October 2011) by means of the Government Procurement Portal. Accordingly, the tenderer awarded the contract undertakes to do the following within four calendar months after being requested to do so by the Ministry:
  - to exchange invoices and/or orders electronically in accordance with the Ministry's technical instructions (including the Dutch government's message standard) and conditions;
  - to make available an electronic product catalogue in accordance with the Ministry's technical instructions and conditions;
  - to make use of the the Government Procurement Portal and use it for purchases in relation to this contract, and to provide the service level required for the information systems concerned;
  - to bear the use, implementation and maintenance costs, which will be in reasonable proportion to the value of the contract.

For more information see: [www.logius.nl](http://www.logius.nl).

29. In the event of a dispute between parties to this contract award procedure arising from the procedure, including a dispute that only one of the parties involved regards as such, the competent court will be The Hague District Court.





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