

Appendix B: Comparative Study of National Training Institutions

The Netherlands Fellowship Programmes

1. Definition of programme objectives

The **Netherlands Fellowship Programmes (NFP)**¹ is designed to promote capacity building within organisations in 61 countries by providing training and education to mid-career staff. The NFP is funded by the Dutch Ministry of Foreign Affairs (MFA) under the budget for development cooperation. The overall aim of the NFP is to “help alleviate qualitative and quantitative shortages of skilled manpower within a wide range of governmental, private and non-governmental organisations.”² This is done by offering fellowships to mid-career professionals to improve the capacity of their employing organisations.

2. Characteristics of training courses provided

The NFP consists of three *individual sub-programmes* and two *group training sub-programmes*. Apart from the tailor made courses, no specific programmes are designed. Dutch institutions can apply courses and programmes for the NFP course list and will, upon receipt of participants, receive financial support from the programme. Courses and programmes admitted to the NFP Course list should have a theme relevant to the development cooperation but, according to interviewees, a very wide definition is used when it comes to determine the relevance of a course in relation to development cooperation objectives.

Individual fellowships:³

- **Master's degree programmes:** Fellowships are available for a selected number of master's degree programmes. These programmes are of duration of between 12 and 24 months. A master's degree programme leads to a Dutch master's degree.
- **Short courses:** Fellowships are available for a selected number of Short courses offered by Dutch institutions that provide professional training at post-secondary level. These courses are of duration of between two weeks and twelve months. The courses lead to a Dutch certificate or diploma.

¹ The Dutch MFA has also offered **The Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity (NPT)** that aims to strengthen the capacity of post-secondary education and training organisations in a selected number of countries. The NPT is currently being phased out (March 2012). The NPT is a programme of South-North cooperation which helps developing countries to strengthen their institutional capacity for providing post-secondary education and training. It does this by mobilising the expertise of Dutch organisations, who may call on organisations in other countries to help them meet the specific needs of Southern partners. The education and training capacity which the NPT addresses must be relevant to the sectors and themes targeted by the Dutch bilateral support given to the countries in question. More general support for the higher education sector is also possible, as is support for projects which cut across the chosen sectors and themes.

² Ecorys Nederland BV, Evaluation of the international education programmes NPT and NFP managed by Nuffic, Final report, March, 2007.

³ The individual fellowships are awarded individuals, but the need for training must arise in the context of the organisation the applicant works for.

- **PhD studies:** Fellowships are available for PhD research with a maximum duration of four years. Fellows are allowed to seek alternative sources of funding. A minimum of 25% of your research must take place in an NFP country.

Group trainings:

- **Tailor-made courses:** The courses are designed to meet the specific needs identified by a requesting organisation in the South. Usually, tailor-made training is of brief duration (between one and nine months) and does not lead to a formal degree or diploma. The training can take place in the Netherlands or in the South or at different locations depending on the needs and the options available.
- **Refresher courses:** The courses are intended for alumni of the above-mentioned four NFP modalities. The aim of the refresher courses is to increase the benefits and prolong the effect of earlier trainings. The course has a duration of two weeks and is intended for a maximum of 20 participants. Refresher courses are organised in the fellow's home country.

3. Extent to which a coherent and testable Theory of Change has been articulated and risks and assumptions identified

According to interviewees, no specific theory of change has been developed for the NFP – the linkage between the trainings as such and the Dutch overall objectives for development cooperation tends to be rather weak.

4. Programme strategies : process by which strategies have been determined and implementation arrangements

The MFA is responsible for coordinating and implementing Dutch Foreign Policy. The Social Development Department (DSO) is the MFA's expertise centre in the fields of education, research & innovation, health, HIV/Aids, sexual and reproductive health and rights, and maintains relations with civil society organisations. Within this department, the Education and Development ("Onderwijs en Ontwikkeling", OO) section is responsible for the International Education programme. The Netherlands Organisation for International Cooperation in Higher Education (Nuffic) administers the major fellowships and capacity building programmes on behalf of DSO/OO. NFP is administered by Nuffic. Nuffic is assigned with four year contracts, through a tendering process with increasing competition.

Dutch development cooperation policy should be leading in programme strategies for NFP. However, Nuffic has encountered some tensions in that it also has to apply with Dutch law which stipulates that subsidies should be given to Dutch training organisations. This has, it has been reported, led to a rather wide definition of relevance of courses in relation to Dutch development cooperation goals.

The implementation of NFP is guided by six policy principles, defined by the Dutch MFA:⁴

1. Fellowships can be awarded for Master, PhD and short courses (including refresher courses);

⁴ Nuffic, Internal mid-term evaluation of the NFP programme, Nuffic, January, 2011.

2. The fellowships should be targeted at mid-career professionals from 61 selected developing countries;
3. At least 50% of the scholarships should be reserved for female candidates;
4. At least 50% of the budget should be reserved for candidates from Sub-Saharan Africa;
5. Attention should be paid to also award fellowships to priority candidates (i.e. candidates with a marginalised background) and embassies are to play a key role in the identification of such candidates;
6. The study programmes should strengthen the relevance of the knowledge and expertise of candidates with regard to development issues in their home country and contribute to overall capacity development of the candidate's home organisation (employer).

5. Programme management (governance and accountability arrangements, adequacy of resourcing, clarity of management responsibility and processes)

Nuffic is contracted by MFA to manage and administer the NFP and reports annually to the MFA on the implementation of the contract. In addition, Nuffic has regular meetings with the MFA on the process of implementing the contract.

At present, Nuffic has 14 full-time staff working on the NFP. They take care of the overall management of the NFP (administering the applications, answering questions, awarding subsidies to Dutch education institutions and settling subsidies). A digitalised selection/application system was introduced in 2010. Communication with DSO is carried out by the NFP management team and is generally experienced as being positive.⁵

In the *Evaluation of the international education programmes NPT and NFP managed by Nuffic* (2007),⁶ it was recommended that uniform principles and guidelines are formulated regarding the division of tasks and responsibilities between Nuffic and the EKNs (Embassies of the Kingdom of the Netherlands), creating consistency in application process across NFP countries. According to the evaluation, the EKNs had had a too large freedom to make their own decisions with regard to their involvement in the NFP. In the recently implemented digital procedure, the embassies have to score the applications on relevance. Before introduction of this procedure, advice from the embassies on the individual applications was given on an ad hoc basis.

6. Process by which training activities are chosen and the relevance of the activities to (a) programme objectives and strategies and (b) the needs of partners (organisations and participants in the training activities)

Dutch training institutions nominate themselves their courses to the NFP. The nominations are screened by Nuffic and the vast majority accepted after assessment of general criteria⁷ and of relevance and previous experience.⁸

⁵ Idem, note 4.

⁶ Ecorys Netherlands BV, Supra note 2.

⁷ General criteria such as duration of the programme, share of student from DAC countries, etc.

Relevance of the activities to programme objectives and strategies: The NFP is not limited to the Dutch bilateral priority sectors. Up until 2011, before introducing the digital application and selection procedure, Nuffic and the EKNs had limited power to steer the NFP development objectives as the final selection of NFP participants was delegated to the Dutch education institutions. They did this on the basis of their own academic criteria (e.g. the candidate's education or language proficiency, motivation, overall composition of a class etc.) without necessarily giving priority to the NFP development objectives. There is, however, still a tension between the academic criteria and the development criteria in the selection process of participants.⁹

Relevance of the activities to the needs of partners (organisations and participants in the training activities): Participants of the NFP consists of mid-career professionals who are already in employment and who are nationals of and working in one of the 61 selected countries. The actual needs of an organisation in terms of capacity development are not looked into when selecting trainings to be provided. There have been proposals to review the Human Resources plan of key organisations in order to assess if the application/training fits into the overall HR plan but this step has not yet been implemented.

7. Process of selection of participants for specific activities – are those selected likely to be able (a) to learn from the training provided and (b) to apply what is learned in their work?

Participants for the NFP are mid-career professionals in organisations in prioritized development countries. The participants can come from governmental, private and non-governmental organisations. While fellowships are awarded to individuals, the need for training must occur within the context of the organisation for which an applicant works. The training must help the organisation to develop its capacity. The selection process of participants is, however, demand-driven which means that Nuffic/the embassies do not question an application. Today, there is no communication with the home organisation in the selection of participants.¹⁰

In the NFP annual report of 2009, it is mentioned that embassies often have a dilemma in deciding on who fits the profile of a priority candidate (Policy principle 5, see above) since this profile can differ from country to country. The Nuffic defines a priority candidate as an individual who directly belongs to a marginalised group or comes from a marginalised region. Such an individual is someone who has experience or is experiencing obstacles in career progression or educational development for example on the basis of social, economic and political reasons. It is, however, not clear what criteria are used to identify the priority candidates. It was stated as important to develop one clear profile of the criteria that define a priority candidate so that all stakeholders (embassies, the Nuffic, DCO/OO, educational institutions, the NFP candidates etc) have one common understanding of who a priority candidate is.¹¹

As of 2012, both embassies and the training organisations score the applications: the embassies on the basis of Dutch development cooperation objectives, and the training organisations on the basis of aca-

⁸ Sida GLOBAL/KAPSAM, *Travel report 2011-002614/002600*, 2011-09-27.

⁹ Ecorys Nederlands BV, Supra note 2.

¹⁰ Ecorys Nederlands BV, Supra note 2.

¹¹ Nuffic, Supra note 5.

demic quality. With the current system, the training institution does not know in advance how many participants they will get – which makes it difficult to plan ahead.¹²

As to whether the education or training had influenced the participants' career, professional growth and position, only participants survey results have been available: 12% of the respondents indicated that they have been given more responsibilities after returning home. 9.7% has been in the position to continue their studies and 9.3% has experienced a change in tasks or duties. For 7.8% an increase in income has taken place. 7.7% has changed position within the current organisation and 5.6% has found a job with a new organisation.¹³

According to the Tracer study,¹⁴ 77.8% had been able to apply the knowledge and skills gained in their work situation back home while 72.4% had been able to share newly gained knowledge and skills. As to methods used for sharing knowledge and skills, 65.8% indicated that discussions play an important role, while for more labour-intensive methods – like giving lectures or training colleagues on the job – around 40% reported having used such methods. A majority of the respondents (88.6%) had returned to their employer after their study abroad.

8. Quality of training – do the training activities (both the courses and other activities themselves and the logistic arrangements) lead to learning for participants in terms of the quality of course materials, skills of trainers and other factors?

The Tracer study noted that respondents to the survey were generally “very positive” about the usefulness of the training they received for their work. A large percentage (78%) reported that they had been able to apply the acquired knowledge and skills in their work situation and 59% that they had been able to share their skills with people outside their work situation. Employers were also positive about the usefulness of the content of the training employees had received, particularly with regard to influence on work progress, management and service provision.¹⁵

As to the overall appreciation of the way the training was structured and taught, respondent from international organisations appreciate this aspect best (55.7%). Employees of parastatal organisations come second (51.6%) followed by local NGOs (50.8%) and private enterprises (50.5%). As to employees of educational institutions, 43% appreciated the way the training was structured and taught, while the figure of those working for government organisations was 42.9%, and for those without a job 38.5% and self-employed 28.6% respectively.¹⁶

¹² Sida GLOBAL/KAPSAM, Supra note 8.

¹³ Nuffic, *NFP Tracer Study 2009, Final Report*, Nuffic, November 2009.

¹⁴ Idem, note 13.

¹⁵ Idem, note 12: Self-employed respondents are the most satisfied (80%) about the usefulness of the course content for their job, followed by respondents working for parastatal organisations (79.4%), local NGOs (78.2%), government organisations (77.4%), education or training institutes (72.3%) and international organisations (72.2 %). Respondents working at private enterprises and those without jobs are satisfied in 59.0% and 57.1% of the cases.

¹⁶ Nuffic, Supra note 13.

9. Cost effectiveness analysis (in terms of the unit cost of different types of training activity)

On average, Nuffic has handled 1,700 applications per deadline for the short courses in 2010 whereas in 2009 the largest deadline in terms of applications was in August 2009 with 1,400 applications. In 2010, the April deadline was overwhelming with over 2,100 applications.

In 2010, the total of allocated funds has decreased with 4% to EUR 45,860, 007 compared to 2009. The total number of awarded fellowships for Master's, Short courses and PhD has also decreased with 6% to 2,247. Regarding the ratio between the applications and fellowships, in 2010, overall this ratio decreased from 1:3.5 to 1:4.8.

Trainings and allocated funds in 2010			
Type of training	Total number awarded	Total budget (EUR)	Average budget/training (EUR)
Master's fellowships	853	28,292,522	33,168
Short courses fellowships	1,329	10,142,437	7,631
PhD scholarships	65	5,389,695	82,918
Refresher training scholarships	28	2,035,353	72,691
TOTAL	2,275	45,860,007	--

10. Monitoring and evaluation – is appropriate information collected and used for management purposes and to allow performance assessment?

Monitoring and follow-up of course participants' satisfaction and knowledge level is conducted only upon course completion. Each course provider is requested to evaluate the trainings provided, however no formal guidelines are provided for conducting these. For the settlement of the subsidy, the Dutch education institutions also fill out a questionnaire regarding the results of the course provided in terms of the number of awarded degrees/diplomas as well as the deviations on the subsidy.

The Evaluation from 2007 concluded that the procedure for monitoring and evaluation of NFP is an area in great need of development. Initially no extensive role for Nuffic had been foreseen regarding monitoring and evaluation. In recent years, more time and money was allocated to Nuffic to start setting up a proper process and to develop relevant instruments and procedures. However, there is not system for aggregating results to be used when designing future programming. An evaluation of NFP is currently (summer 2012) being conducted (not yet available).

There appears to be more pressure from the MFA to measure results and impacts of the trainings provided, however, as of today, Nuffic only makes an assessment of participants' satisfaction at the end of

the trainings. This is mainly focused on administrative issues (regarding application procedures, level of reimbursements etc.) and do not look into the content of the trainings provided.

Sida – International Training Programmes

1. Definition of programme objectives

Replacing the previous “international courses”, the international training programmes (ITP) started in 2003 with the purpose to train agents for change with the capacity to influence their home organisations and the whole area of activities. According to the **Strategy for capacity development and collaboration 2011-13**,¹⁷ the objective of capacity development in developing countries through ITP is: *Good skills and high capacity among organisations in developing countries to drive processes of change for more effective poverty reduction.* To achieve the objectives, Sida will:

- Support capacity development through ITP that target staff from various kinds of organisations in developing countries (such as civil society, the business sector and public administration),
- Within the framework of ITP, create sustainable networks and partnerships between participants in training programmes and between participants and Swedish actors,
- Stimulate on-going and new participation from civil society organisations, private sector actors and relevant agencies and institutions, including during the work on identifying new programmes.

Training programmes are to be oriented towards areas prioritised by Sweden. The programmes may also cover important profile areas where there is special Swedish expertise, as well as needs and demands in developing countries. Examples of important profile areas may be integration of environmental issues such as climate and biological diversity, public administration reforms or information and communication technology. The composition of the training programmes will inter alia be based on the potential of achieving results through the activity. It should be possible to invite all developing countries to participate in the programmes. In order to strengthen other bilateral development cooperation, certain programmes may be specially targeted to countries with which Sweden conducts long-term development cooperation, including conflict and post-conflict countries, reform cooperation or selective cooperation.

2. Characteristics of training courses provided

The length of the training programs is up to 18 months where the standard format consists of five phases:¹⁸ i) preparations (where the around 25 participants prepare themselves for the training. In some programmes, this phase is extended so as to allow the course organiser to visit the country(ies) and conducts interviews within the home organisations in order to select most appropriate participants), ii) four weeks in Sweden with various forms of seminars, workshops and study visit. Also, the participants are requested to bring with them a project idea (called “Project for Change”) that they will work with

¹⁷ Sida, Strategy for capacity development and collaboration 2011-13, p. 2.2.1.

¹⁸ Klas Markensten, Internationella utbildningsprogram (ITP) – Baserade på erfarenheter i Sverige, 2009-12-08, page 2.

throughout the programme. The course provider provides mentoring support and supports the networking between the different participants), iii) a phase of individual project work, iv) a regional follow-up and v) finalising work (of around six months, where the course provider offers continued mentoring support and support to the networking, primarily to let the participants finalise and follow-up their individual projects).

3. Extent to which a coherent and testable Theory of Change has been articulated and risks and assumptions identified

It appears important to develop a detailed theory of change for the ITP instrument as such but also for the individual programmes offered. Today, a coherent and well-articulated Theory of Change does not appear to exist. The Evaluation of ITP (2009) noted that, while it is important to have a Theory of Change for each programme, the ambition needs to be lowered to require only that the ITP organisers demonstrate results directly after finalising a specific training. The focus on the individual participants' capacities, attitudes and change in behaviour should be strengthened and better measured. The longer results chain should be tested periodically and a specific review of efficiency should be conducted.¹⁹

4. Programme strategies: process by which strategies have been determined and implementation arrangements

ITP are built around four principles: i) to offer key persons in developing countries the possibility to take part in Swedish experiences, models and competence within subject areas that are prioritised within Swedish development cooperation and where Swedish competence is demanded, ii) to offer a possibility for people from developing countries to take part in relevant experiences from other developing countries, iii) to build structures and a view on knowledge development that has clear change- and developing objectives, iv) to contribute to the establishment of active networks and partnerships for knowledge development and exchange of experiences between developing countries, within the particular country and between developing countries and Sweden.

The courses are organised by Swedish consultancy firms, authorities, CSOs and universities and are procured through a competitive process. Five yearly programmes are grouped together to one ITP "area". The idea is that, with five repeated programmes, the likelihood to achieve more long-term objectives concerning institutional development is increased, as it allows different participants from the same organisation to participate different years and, through that, these are enabled to support each other in the efforts to change their home institution.

According to the Evaluation of ITP (2009), the planning of ITP has not been integrated in the overall planning of Sida. Rather, it has "mainly been a mean for Sida staff at the Policy division to drive their own areas of interest, and for the operational teams to strengthen other activities and to fill a planning gap. ITP should be integrated in the overall planning of Sida's activities. It is important that all subject focused activities, including ITP, are coordinated."²⁰

¹⁹ Idem, note 2, page 19.

²⁰ Klas Markensten, Supra note 2, page 4.

5. Programme management (governance and accountability arrangements, adequacy of resourcing, clarity of management responsibility and processes)

The current strategy²¹ governing the ITP is valid from 2011 and throughout 2013. The ITP Unit at Sida is responsible for selecting the trainings to be provided and for procuring these trainings from training providers. While Sida staff is not involved in the implementation of the programme there has been demands for a greater involvement of Sida in this process.²²

In 2011, there was in total 4.95 full-time staff at Sida HQ, including administrative staff in the embassies and resources at the legal department, working on the ITP programmes. Embassies administer invitations and applications to the ITP trainings. Within the ITP unit at Sida, human resources has decreased from 6.5 in 2008 to 4.5 in 2011 in connection to changes in the program administration. For the administrative staff in the embassies and staff at the legal department, the number of staff has remained the same throughout these years. Total costs for administrating the ITP has decreased from SEK 8.5 million in 2008 to SEK 6.10 million in 2011.

Yearly fulltime position (YFP)	2008	2010	2011
ITP Unit (number of fulltime employees)	6.5	4.5	4.5
- Cost (SEK 1217/YFP)	7.9	5.5	5.5
Legal department (number of fulltime employees)	0.15	0.15	0.15
- Cost (SEK 1217/YFP)	0.20	0.20	0.20
Embassies (number of fulltime employees)	0.30	0.30	0.30
- Cost (SEK 1217/YFP)	0.40	0.40	0.40
Total YFP	6.95	4.95	4.95
Total cost (SEK million)	8.50	6.10	6.10

Source: PWC: Effektivitetsrevision av Sidas Internationella Utbildningsprogram (ITP), 23 February 2012.

6. Process by which training activities are chosen and the relevance of the activities to (a) programme objectives and strategies and (b) the needs of partners (organisations and participants in the training activities)

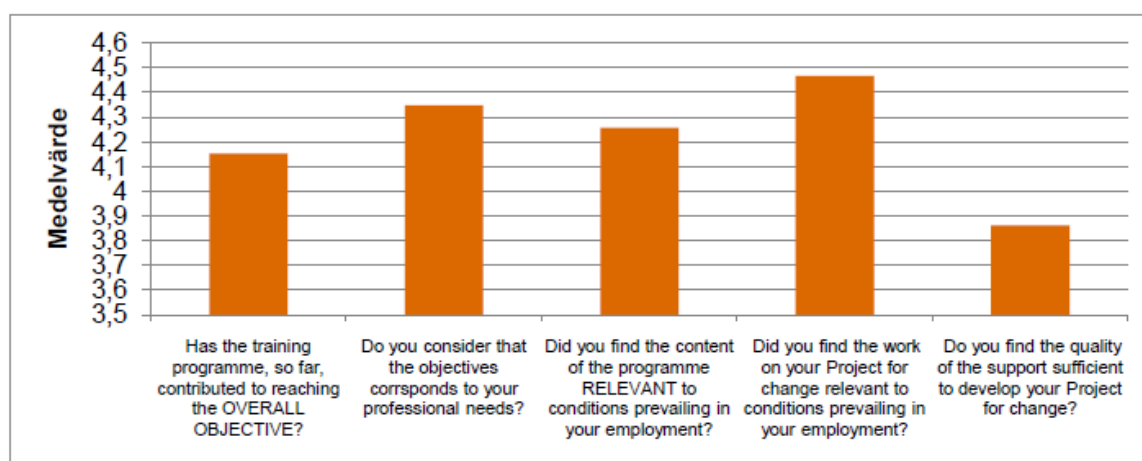
Titles of future ITP courses are identified from assessment of needs in partner countries as expressed and prioritised in the Governments' thematic policies. This is followed by a screening of Swedish comparative advantages. According to the Evaluation of ITP (2009), it can be questioned if the instrument is used in a strategic manner by Sida: "A few stakeholders have influenced the choice of subjects for the

²¹ Sida, Strategy for capacity development and collaboration 2011-13, 2010, Sida.

²² PWC: Effektivitetsrevision av Sidas Internationella Utbildningsprogram (ITP), 23 February 2012, page 13.

ITP. Several programmes emancipated from engaged Sida officers that have viewed the ITPs to be a good way to drive specific issues within their own area of work. The link with other parties of Swedish development cooperation is in general weak. In some cases ITP have been used as an easy mean to increase the volume in a fastly growing programme.”²³

From surveys of participants’ attitudes conducted at the end of programmes, it can be concluded that, in general, the participants find the trainings having appropriate goal formulations, a satisfying content and that the trainings are conducted in a satisfying manner. In the effectiveness audit conducted by PWC in February 2012, five programmes were selected as case studies. Aggregating the participants survey results out from these showed that satisfaction with “the objectives of training correspond to my professional needs” was rated the highest, together with “the work on my “project for change” was relevant to conditions prevailing in my employment”. See table below, where 5 corresponds to “fully agree” and 1 to “do not agree at all”. The “quality of the training is sufficient for developing my “Project for change”” was rated the lowest in this.



Källa: PwC:s bearbetning av Sidas uppföljningsenkät Q1a programår2008.

Due to a lack of evaluations of more long-term results of the ITP as an instrument for capacity development, the relevance of the trainings in relation to the needs of the partners (organisations and participants in the training activities) has not been assessed on a more aggregate level.

7. Process of selection of participants for specific activities – are those selected likely to be able (a) to learn from the training provided and (b) to apply what is learned in their work

The target group of the ITP trainings are middle management staff in key organisations in Swedish partner countries. By strengthening the capacities of the individual, the assumption is that he/she will act as a “change agent” when back in his/her home organisation. Available training programmes are widely marketed and invitations sent out to key organisations. Applications, that have to be supported by the applicant’s home organisation, are screened by the programme organiser with some assistance from the Swedish embassies. Final decisions on selected participants are made by Sida’s ITP unit. As to likelihood for the selected participants to apply what is learned in their home organisations, the PWC audit (2012) observed that, while it is difficult to identify any sustainable results in this respect, the in-

²³ Klas Markensten, Supra note 2, page 4.

terest of the home organisation to take care of, an absorb, the knowledge gained can look very different in different organisations.

8. Quality of training – do the training activities (both the courses and other activities themselves and the logistic arrangements) lead to learning for participants in terms of the quality of course materials, skills of trainers and other factors?

The ITP trainings are generally highly appreciated by the participants. The opportunity to visit Sweden and relevant Swedish institutions and organisations in order to learn from these is commonly seen as highly valuable. Since trainings are provided by different course organisers, the quality of course material and the skills of trainers may show great variations. Apart from the training organisations' own end-of-training evaluation, there is no general follow-up or assessment made of the quality of the trainings. The "Project for Change" part of the training is generally appreciated as a way to anchor the training provided with the work tasks in the participants' home organisations.

As to logistic arrangements, programme organiser arranges accommodation and local travel. Travel costs to Sweden are covered by Sida and administered by the programme organiser for programmes in resource weak sectors (HR, education, health). In energy and private sector, participating organisation cover their own international travel to Sweden. Travel costs to regional phase are covered by Sida and administered by the program organisers. There is a meal allowance of SEK 300 per day, and visa costs are reimbursed by Sida, through the programme organiser.²⁴

9. Cost effectiveness analysis (in terms of the unit cost of different types of training activity)

The PWC audit (2012) concluded that the overall costs for ITP are difficult to identify.²⁵ There are no specific budgets for the ITP. Instead, yearly allocations are done to the function in its total, including administrative costs and costs for implementation of the programmes. The table below presents total allocations for year 2008, 2010 and 2011, including reallocation from other (regional) departments to the ITP unit:

	2008	2010	2011
Allocated funds (SEK million)	200	200	195
Reallocations			
- Africa to ITP	40.2	20.2	20.2
- Asia/MENA to ITP	11.7	31.5	51.4
- Europe to ITP	18.2	5.2	12.6
- Latin America to ITP	22.3	2.7	0

²⁴ Sida, Sida Travel Report, ITP coordination Copenhagen, 2011-09-27, Sida, page 2.

²⁵ PWC: Supra note 6, p. 13.

Not allocated funds	0	13.8	8.7
TOTAL	292.4	273.4	287.7
Number of implemented programmes	79	45	54
Average cost/programme	3.7	6.1	5.3

As can be seen from the table, the total number of implemented programmes was 54 in 2011 (there were 34 titles, since some titles are offered several times each year), with an average cost of SEK 5.3 million per programme. In 2008, the total number of programmes was 79, with an average cost of SEK 3.7 million per programme. Total funds for ITP in 2011 were SEK 287.7 million while in 2008 it was slightly higher: SEK 292.4 million. It can hence be concluded that there were fewer programmes running in 2011 than in 2008 but that the 2011 programmes were larger, as indicated by their higher average costs.

10. Monitoring and evaluation – is appropriate information collected and used for management purposes and to allow performance assessment?

As a general rule, a participants' survey is conducted at the end of phase in Sweden, at the end of phase in the partner country and up to 12 months after the programme is completed. Training organisers are expected to submit annual program reports that analyses outcome and impact. These are intended to be used for results based management of the contract/program by Sida.²⁶ According to the *Strategy for capacity development and collaboration 2011-13* (Chapter 4), Sida is to develop an implementation plan for the Strategy within the framework of the agency's operational planning. Also, a strategy report is to be produced, providing results from activities supported by Sweden, highlighting any problems with implementation of the strategy and, if applicable, new priorities within the areas of activity. The strategy report is also to contain an account of approved contributions, broken down by different country categories, forms of support and subject areas. Evaluations of strategically important activities are to be carried out in accordance with Sida's evaluation plan. Information on activities within the framework of the strategy, including results, is to be made publicly available and searchable.²⁷

According to the Evaluation of ITP (2009),²⁸ the ITP unit has in recent years strengthened the focus on results based management: focus is less on the learning of the individual and more on changes in the individual's institution. Participants' "projects for change" is an increasingly important aspect of the training. However, the Evaluation states that, at this stage, it is difficult to say anything about the results of the ITP programmes— there are few systematic follow-ups and evaluations. Sida has now sharpened the requirements of the organisers' reporting so that they demonstrate more long-term results. However, the Evaluation recommends that detailed Theories of change should be elaborated for the specific programmes but that the requirement on organisers to report on more long-term objectives should be

²⁶ Sida, supra note 8, page 3.

²⁷ Sida, supra note 5, Section 4.

²⁸ Klas Markensten, Supra note 2, page 8.

less strong. Instead, more direct results such as the participants' increased abilities, attitudes and direction of change should be given more focus, and get measured. This should, as recommended by the Evaluation, be combined with periodic controls of the more overarching results chain.²⁹

The PWC audit (2012)³⁰ notes that the financial transparency regarding the ITP management and implementation is weak. Improved follow-up and analysis regarding the budgeting of ITP on an aggregate level as well as on a programme level is required. Today, there is no follow-up regarding cost-efficiency of the individual programmes which, according to the audit, should be a requirement in the financial reporting from the training organisers. The audit recommends that Sida develops a transparent follow-up and analysis of the financial outcomes of the ITP activities on an aggregate level to ensure sufficient internal steering and control. Further, the audit recommends that Sida should put efforts into ensuring that all relevant documentation regarding the different programmes is collected and systematised in a data-base, for easy reference.³¹

List of documentation used for case studies

Klas Markensten, Internationella utbildningsprogram (ITP) – Baserade på erfarenheter i Sverige, 2009-12-08.

PWC: Effektivitetsrevision av Sidas Internationella Utbildningsprogram (ITP), 23 February 2012, page 13.

Sida, Strategy for capacity development and collaboration 2011–2013, 2010, Sida.

Sida GLOBAL/KAPSAM, Travel report 2011-002614/002600, 2011-09-27, Sida.

Sida, Management Response: Översyn av internationella utbildningsprogram (ITP), 2009.

Sida, Riktlinjer för genomförande av Sidas Internationella Utbildningsprogram, 2010.

Ecorys Nederland BV, Evaluation of the international education programmes NPT and NFP managed by Nuffic, Final report, March, 2007.

Nuffic, Internal mid-term evaluation of the NFP programme, Nuffic, January, 2011.

Nuffic, NFP Tracer Study 2009, Final Report, Nuffic, November 2009.

Nuffic, The Netherlands Fellowship Programmes, Annual report 2010, Activity no. 17691, Nuffic, June 2011.

Sida GLOBAL/KAPSAM, Travel report 2011-002614/002600, 2011-09-27.

Interviews:

Ms Birgitte Vos, Policy officer, Nuffic

Ms Ingrid Hattenbach Aslund, ITP Manager, Sida

Mr Daniel Stendahl, former ITP Manager, Sida

²⁹ Klas Markensten, Supra note 2, page 19.

³⁰ PWC, supra note 6, page 30.

³¹ PWC, supra note 6, page 31.