

ANNEX 1 EXECUTIVE SUMMARY

Aim and subject of evaluation

The Ministry of Foreign Affairs of the Czech Republic (hereinafter MFA), the Department of Development Cooperation and Humanitarian Aid, commissioned an evaluation of foreign development cooperation's program '*Sending of teachers to developing countries in the period 2016-2018*' (hereinafter only Program) to provide 'independent, objectively argued and consistent conclusions, findings and recommendations useful for decision process of the MFA in cooperation with the Ministry of Education, Youth and Sports, the Czech Development Agency (herein after CZDA) and other stakeholders on future orientation and way of realization of the Foreign Development Cooperation of the Czech Republic (herein after the FDC).' The terms of reference posed a series of evaluation questions interlinked to evaluation criteria according to OECD/DAC (relevance, effectiveness, efficiency, sustainability, impacts) and to some other aspects (visibility of the Program and involvement of horizontal criteria of the Czech FDC). The evaluation was focused on target groups of project applicants/project implementors and of partner universities in developing countries and it looked for foreign best practices applicable in the Czech context. In addition, the evaluation outlined a rough assessment of processes connected with the Program's implementation.

The aim of the evaluated Program is to increase quality and expertise of university education in priority or partner countries of the Czech FDC via involvement of teachers from Czech public universities or scientists from research institutes and via support of interuniversity cooperation. The Program concentrates on all priority countries or by other way delineated countries of the Czech FDC and thematic focus must be in accordance with the interests of the Czech FDC. The Program's administrator is the CZDA in the evaluated period, entitled entities to apply from the Program included Czech public universities, public research institutes and non-governmental organizations. Selection procedure is organized once a year by an open call and two-years project could be submitted at maximum, however, with the need to apply annually repeatedly. The support per project could covered up to 95 percent of project budget with maximum of CZK 1 million annually. In the period 2016-2018 the Program supported projects by the sum of CZK 29.7 million.

Methodological approach of evaluation

The evaluation research was based on non-experimental, mixed, theory-based approach, involving particularly qualitative methods of data collection and analysis, and applying the principle of triangulation in possible cases. Desk research and semi-structured interviews were the key methods of data collection. In total 39 interviewed persons were included representatives of supported and not-supported organizations and representatives of Czech universities participating in another program of Czech FDC – that of program providing governmental scholarships to students from developing countries. Further, Program's implementors, gestors of Czech FDC, representatives of supported partner universities in developing countries and experts on the assessed theme provided their views in face-to-face or skype interviews.

In addition, the evaluation provided two case studies. The first case study investigated one partner university in Georgia supported by the Program, the second one analysed approach of selected other donors (Austria and Norway) towards the support of institutions of tertiary education and interuniversity mobility in developing countries with aim to identify concrete best practices and policy implications for the Czech program. Finally, a focus group discussion with implementors was realized.

Assessment according to the evaluation criteria with respect to the tender requirements for evaluation

The criterion relevance of Program is assessed as high with respect to strategic objectives of the Czech FDC. The fundamental idea of program is fully in accordance with international trends in support of tertiary institutions and university mobility. The program has the different degree of relevance with respect to the needs of particular Program's target groups. First, the Program is to a large extent relevant

to the needs of Czech Republic and second, it is relevant to the majority of needs of target group of developing countries. Third, the Program proves to be relevant with the distinct degree of intensity to the needs of group of Czech universities, however, the fundamental need of reciprocal benefits from the long-term cooperation is not met. The Program is relevant to only some needs of universities in developing countries, a lot of them is not met by the Program.

Efficiency of the Program is appraised as rather low. Although some of the Program's parameters tend to support efficiency (e.g. concentration on priority countries), the elements that are decreasing efficient exploitation of sources prevail at program level (e.g. missing program strategy, intervention logic and clear setting of objectives, inappropriate setting of some features of appraisal procedure, support of only short-term projects, missing of program monitoring and sustainability of results, focus predominantly on educative activities in projects and weak of totally missing support of mutual research activities with relevance for the developing country and support of transformation of university management in the developing country).

The criterion of program's effectiveness in engagement of universities into international inter-university cooperation is assessed as rather low. Although examples have been identified that could potentially lead to the Program's effectiveness from this perspective, its potential is much higher. Strengthening partner universities' capacities in the field of international grants management or a higher degree of their participation in the coordination of supported projects would help partner universities to further engage in international cooperation. For international reputation, academic staff and universities are required particularly for scientific outputs, but the research area is only marginally supported by the Program. Long-term results of project are not systematically monitored, which also reduces the effectiveness of the Program.

The impact criterion could not be verified during the evaluation investigation with some exceptions. However, the Program has the potential to contribute to some effects.

The sustainability of the Program is assessed as rather high. Even if the current parameters of the Program are maintained, some Czech higher education institutions/universities will be interested in it, especially among Czech higher education institutions with long-term experience in foreign development cooperation and participating in the long-term implementation of the Program. These organizations will submit projects and occasionally/randomly some other Czech institution try to involve. However, in terms of the Program's overall potential, this path is not ideal. From the point of view of partner universities/higher education institution, it can be concluded that the interest in such oriented programs / projects is huge, the individual approach was appreciated within the projects, but the need for mobility of teachers and academics from developing countries to the Czech Republic was emphasized. However, the sustainability of the Program with regard to the capacity of the implementation structure is rather low and this capacity should be strengthened.

Main findings and conclusions

The Program was introduced as a 'pilot' supplement to the Government Scholarship Program and its ambition was, among other things, to help identify students who could obtain a government scholarship in the Czech Republic. Unfortunately, the practical interconnection of these two programs has not yet been achieved in practice, but the idea of the Program to support tertiary education institutions in developing countries is highly relevant to development cooperation. The search for talented students is an interesting topic for Czech universities, but the conclusions from the evaluation of the government scholarship program as well as foreign literature and experts warn against a significant risk of brain drain if such an instrument is used.

Also, experience of other donors analyzed in the evaluation has led to the abolition of separate scholarships for students from developing countries and to the inclusion of scholarships in comprehensive capacity building programs for partner universities. Only several months of study, research or work stays are supported, in connection with other capacity building project activities. Mutual mobility of both students and teachers and non-teaching staff of universities is also supported to a large extent. For students, mobility at the master and doctoral level is preferred. The Czech Program now allows only one-way mobility and, in rare exceptional cases, mobility to the Czech Republic. The

evaluation survey showed that partner universities would greatly appreciate the possibility of mutual mobility.

The Program predominantly targets the educational activities, but the evaluation research revealed that the support of mutual research and of the management of partner universities are very important or even essential for the cooperating universities. Czech project implementors and representatives of partner universities pointed out the need of partner universities in the area of management development. This is supported by findings from the analyzed foreign programs, where the capacity building of partner universities in developing countries has been strongly accentuated as the primary goal of academic partnerships, both in education and research and in the management of higher education institutions that reveals to be insufficiently functioning and adversely affecting the efficient operation of faculties/universities.

Research and publications are crucial for Czech academics, which is given by the system of funding and assessment of universities (not only) in the Czech Republic. The prevalence of existing activities of projects supported by the Program is not reflected in the appraisal of teachers within the department and in the evaluation of faculties in the system of evaluation of science and research in the Czech Republic. Research-educational cooperation is necessarily of a long-term nature and long-term cooperation cannot work unless the benefits of the project are shared by both cooperating parties. Although publications that are also beneficial to the partner university are a very important benefit for universities and research organizations, other benefits in terms of internationalization and the acquisition of work/research/study experience from the developing world for both teachers, as well as for home university students, sharing know-how and gaining specific soft skills in relation to multicultural cooperation are necessary to be underlined as well.

The need to set up cooperation with mutual benefits was confirmed also by analyzed foreign donor programs. Explicitly included possibility of research cooperation incl. joint research publications within the Program are crucial for motivating a wider range of Czech universities to participate in the Program. Although many Czech universities emphasize their internationalization, the interest in cooperation with developing countries is not among all universities, the primary focus is on the advanced research departments of the West, but none of the addressed universities declined a priori cooperation and showed an interest in mapping the situation. The motivation of Czech universities/research institutes to participate in various programs is basically twofold, (i) individual and (ii) institutional. The motivation of individual educators/researchers in this Program is completely dominant and so far only rarely develops into motivation of the whole institution (or faculty/department) due to thematic/research focus of the organization.

Most of the analyzed foreign programs in the evaluation require the supported projects to have a wider societal impact and thus to have a potential to contribute to the sustainable socio-economic development of the partner countries, taking into account their own development priorities. The projects applying for support for foreign programs are not only the result of 'offer-driven' by participating Czech universities, but also of 'demand-driven' by partner universities in particular. However, for projects with a wider overlap and linked to other donor development projects, it is necessary to strengthen the line of mutual cooperation already in the phase of project intent identification.

Recommendations

A number of recommendations emerged from the evaluation. All of them are directed primarily at the Ministry of Foreign Affairs, the guarantor of the Program, all of them were rated with the degree of severity 1-2:

- To strengthen the institutional capacity building of higher education institutions in developing countries at the expense of support for individual scholarships in order to obtain a comprehensive university education in the Czech Republic, in line with the experience of foreign donors, based on literature and other evaluation findings. Consider the gradual transformation of the Government Scholarship Program and the Sending Teacher Program into a single development tool. Consider changing the name of the Program in this context.

- To develop the strategy of the Program according to the principles of strategic planning and the program cycle.
- To build capacities at partner universities in all three key components - educational, management-administrative and scientific-research.
- To strengthen the relevance of the Program to the key needs of all target groups.
- To increase the emphasis on Program's synergies with other Czech ODA instruments and take a more active role in identifying partner universities' needs in relation to the partner country's broader development priorities and ODA goals in the priority country.
- To strengthen the long-term nature of cooperation by all means - to ensure predictable and multiannual funding, which will be reflected in the multiannual programming document as well as in the preparation and negotiation of the state budget, and enable multiannual projects to be supported. To enable project continuity and to promote cooperation at institutional level.
- To ensure awareness of the Program and its results.
- To simplify selected administrative tasks.
- To review the evaluation process and establish binding procedures for project appraisal.