

Centres of African Excellence



Evaluation Report

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service



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1. Introduction

All DAAD-funded Centres of African Excellence were evaluated between November 2011 and April 2012.

The main purpose of the exercise was to provide advice and support for the further development of the individual centres. A presentation of the aims of the centres is provided in Chapter Two overview of the chosen methodology in Chapter Three.

Chapter Four provides an overview of the evaluation results, including the summaries and recommendations of the individual evaluation reports. This approach was chosen in order to highlight the individual contexts and thematic areas of focus of each centre. Chapter Five presents an analysis of the recommendations made to DAAD and possible consequences for the 'Centres of African Excellence' programme, as a whole.

2. Centres of African Excellence: Aims of the Programme

The programme establishes and supports bi-regional 'Centres of African Excellence', which should achieve supra-regional visibility. It aims to enhance the educational quality of selected disciplines, create research capacities and connect African universities and research institutes with each other and with German partners.

Improved educational quality and the expansion of research capacities at the centres will enable the next generation of leaders to acquire training in line with international standards. At the same time, an environment for sustainable research - a prerequisite for international cooperation - will be created. All the centres are linked to each other and work jointly on cross-cutting topics such as education, research and management.

The German Federal Foreign Office is funding the programme for a period of 10 years within the framework of its 'Aktion Afrika' initiative. The aims of

the 'Centres of African Excellence' Programme are in line with Germany's Africa policy: development cooperation focusing on genuine African ownership.



Locations of the five Centres of African Excellence.

3. Evaluation Methodology

3.1. Objective

All DAAD-funded Centres of African Excellence should be evaluated before the end of the first funding period (after five years) and after at least three years in operation. The main purpose of the evaluation was to advise and support the further development of the centres. Each centre was assessed individually regarding the achievement of its respective project objectives and vis-à-vis the overall programme goals, in order to identify potential areas for improvement. The evaluations combined elements of project, programme and institutional assessments.

The centres should take the recommendations of the evaluation reports into account when submitting the next funding application. The decision whether the funding of the respective centre should be extended for another five-year term will be taken by an independent DAAD selection committee.

Although conclusions for the overall 'Centres of African Excellence' programme can be drawn from the individual evaluation reports, it should be mentioned that the overall evaluation of the programme was not the ambition of this exercise.

3.2. Evaluation committee

The evaluations were conducted by independent evaluation committees. Each committee comprised three members (four at double centres) to ensure the required academic and methodological expertise.

A chairperson experienced in conducting evaluations, with expertise in higher education management, led the evaluation process.

The Chair's tasks were as follows:

→ ensuring that the evaluation was conducted with the necessary methodological expertise. Her/his tasks included preparing the content of the evaluation on the basis of the available documentation and the dissemination of the necessary information to the other committee members;

→ drawing up the draft and final version of the evaluation report in consultation with the other committee members.

Two scientific experts, one from Germany and one from Africa (ideally third country) assessed and provided advice on the centre's academic quality/performance and contributed to the written evaluation report from the perspective of their specific scientific discipline.

Double-centre (Cape Town and Accra) evaluations had three scientific experts as part of the evaluation committee.

The Chair and the other committee members could be appointed for several evaluations, depending on their availability and regional and scientific expertise.

Each evaluation committee was accompanied by a DAAD staff member as an observer.

3.3. Evaluation procedure

A self-evaluation report, written by each centre on the basis of a guide questionnaire served as a background document for the evaluation committee and as a self-assessment tool for the centres.

The committee assessed each centre on:

a) the basis of the following available documentation:

- The call for applications
- The submitted application
- Contracts and agreements
- Statutes (if applicable)
- Financial documentation
(accounts, balance sheets, etc.)
- Reports and interim reports
- Additional documentation
(e.g. available statistics)
- Internship reports
- Monitoring documentation
- Publications and interviews
- Self-evaluation report

and

b) Observations made during an on-site visit to the centre.

Preparatory meetings for the various evaluation committees took place at DAAD, 2 to 4 weeks before the different site visits. The visits were scheduled between November 2011 and April 2012.

An on-site visit of three to five days was conducted at each centre by the respective evaluation teams. During the visit, interviews were conducted with different target groups, including university management, teaching staff, students, alumni and other stakeholders (such as German Embassy, GIZ). Section 412, in collaboration with each centre, was responsible for organising the on-site visits. Meetings with external actors were arranged with

the support of local DAAD lecturers or the German Embassy.

Based on the self-evaluation report, the content of the documents and the impressions gathered during the on-site visit, the Chair, in consultation with the other evaluation committee members, drafted the evaluation report. The following headings underpinned the structure of the evaluation report:

1. Management
2. Budget & Facilities
3. Cooperation
4. Staff
5. Teaching & Learning
6. Recruitment & Selection
7. Research
8. Graduates & Alumni
9. Continuing Education/Consultancy
10. Achievement of Project and Programme objectives
 - a. objectives as described in the project application
 - b. overarching programme objectives in terms of
 - i. contribution to the development of the country
 - ii. regional impact and visibility
 - iii. promotion and training of future leaders (capacity building)
11. Future Development & Sustainability
12. Recommendations for the centre
13. Recommendations for DAAD

In addition to these topics, each evaluation committee could elaborate further on specific, centre-related aspects. General success and risk factors should also be highlighted in the report.

4. Results: Executive summaries of the individual evaluation reports¹

4.1. Tanzanian-German Centre for Post-graduate Studies in Law (TGCL)

Evaluation team

Dr Sybille Reichert (Chair), Director of Reichert Consulting: Policy and Strategy Development in Higher Education, Zürich & Bamberg

Dr Markus Bockenförde, German Development Institute (DIE) and Advisor to the German Federal Ministry for Economic Cooperation and Development

Prof W. Kulundu-Bitonye, Director/Chief Executive Secretary of the Council of Legal Education, Kenya School of Law

The evaluation team compliments the Centre for having achieved so much in so little time, for having built up a solid programme that attracts highly qualified students from a wide range of East African countries and promises to live up to the Centre's ambition to educate future leaders for the East African Community, and for having done so in spite of challenging constraints. These achievements would not have been possible without the obvious dedication and commitment of the centre's management in the initial pilot years.

The evaluation team also believes that the Centre, which is now entering its consolidation phase, shows great potential, given the combination of three important factors, namely:

→ The fact that, after years of rising participation rates in the Tanzanian higher education system, development of excellence is becoming a political priority both at national and at institutional level;

→ The fact that postgraduate training is receiving heightened attention and priority and is likely to attract additional funds in the near future, which improves the chances of excellent postgraduate programmes such as the TGCL programme that can serve as models for receiving prioritised institutional support and attracting resources that are desperately needed;

→ The growing importance of East African Community Integration, which makes the Centre's focus and leadership training extremely timely and urgent.

These three factors have contributed greatly to mobilising strong symbolic support from the leadership



University of Dar es Salaam, School of Law

¹ Please contact fachzentrumafrika@daad.de if you are interested in the individual reports.

of the University of Dar Es Salaam which clearly considers the Centre of high strategic value in assuming the above-mentioned strategic roles. At the same time, the evaluation team has noted that actual institutional support falls considerably short of such strategic prioritisation, leaving much to be desired in terms of infrastructural and human resource support. The team is confident, however, that the Centre will continue to live up to its promise of producing reflective, responsible leaders for the East African Community and its legal professions, and that it can also develop into a research centre of excellence with international renown in the medium term, if adequately supported by the University and the state.

Recommendations for the Centre

The evaluators were impressed by the level of commitment and dedication, and flexibility and efficiency with which the Centre's leadership has enabled the TGCL to organise the programme, manage the Centre, recruit, teach and accompany the students and candidates and position the Centre within the region and relevant professional networks. Thanks to the resourcefulness and commitment of the TGCL leader, coordinator and manager, the Centre has established a leading international programme with high strategic potential for the University of Dar Es Salaam and the East African Community, and tremendous added value for the graduates, while being in good standing and highly recognised by the professional stakeholders.

For the TGCL to carry this successful pilot phase forward into the consolidation phase as a priority unit at the University and to achieve high national and international visibility as a Centre of Excellence, a range of additional conditions need to be met. Many of these depend on the School, the University and the country at large, rather than the Centre's management itself. Suffice it to say, as noted above, that the policy frameworks for achieving the Centre's

objectives are already in place and need only to be implemented to their logical end for the expected results to be attained.

However, the Centre can do more to deepen its embedding at the University by engaging academic colleagues at the School (and in other faculties whenever thematic interfaces can be found) more actively so as to create dynamic areas for exchanges on issues of common research interest and to garner ideas on future research cooperation and areas of importance, and to further identification with TGCL and its vision among the School's academic staff. It is only by strengthening such a dialogue that the centre will achieve its aim of becoming a Centre of Excellence within the University. Only then, too, will it also receive the prioritised treatment that any Centre of Excellence needs to thrive, including recruitment priority to boost its thematic areas with further expertise and sufficient time dedicated by existing professors to TGCL courses and students.

The TGCL should also clarify its objectives with respect to the kinds of leadership capacity it aims to build. At present, postgraduate training still seems to be strongly focused on leaders who will engage in the professional spheres across East Africa. In the meantime, however, there is an increasing demand for future academics that has to be met and which is also a priority for the University and the country. Hence, the TGCL might wish to consider how to build academic leadership in a more targeted manner and whether additional conditions might need to be met to ensure that some doctoral candidates would be attracted by, and successful in, academic careers.

The Centre should also not shy away from addressing any issues that concern institutional conditions of excellence with the School, and especially the University's leadership, since both share a common agenda, infrastructure and facilities, as well as a willingness to enable this Centre to spearhead the institutional pursuit of excellence and international visibility.

The TGCL should resume its policy of awarding full scholarships in order to ensure that the best qualified students apply and choose the TGCL programme. In fact, it should be remembered that one argument for needing the Centre was that fees for studying abroad are prohibitively high (pp. 14/15 of the Application 2008). This will turn out to be true for the Centre as well if students are awarded only partial scholarships.

Recommendations for the University of Dar Es Salaam

The University is to be congratulated on its strategic vision and for having recruited and trained the many motivated, highly qualified and committed staff and students whom the evaluators had the opportunity to meet. Given its clear strategic value and the leading role which the University wants the TGCL to play, the evaluators would urge the University's leadership to ensure that institutional support adequately reflects this strategic importance. If the Centre is to be a model unit for postgraduate training and to represent a renewal of the East Africa-wide scope of the University as a research and training institution, then certain minimum conditions have to be met to make this claim credible:

→ The academic and administrative staff, which the University agreed to provide in the DAAD/ Inter-University agreement, should be made available. This would require the necessary time on the part of the coordinator who would therefore need to be relieved of a substantial part of his other duties, such as teaching hours at the School, in order to be able to devote time to coordinating the TGCL. Secretarial staff with appropriate qualifications will also be needed to meet the Centre's administrative requirements. These resources are currently provided from the Centre's budget, which means that they are deducted from the scholarship funds.

→ The University should also ensure that tuition for highly qualified students, who have been selected as candidates for a Centre of Excellence such as the TGCL, are waived so that the DAAD resources can be channelled to support scholarships rather than being partly allocated to cover tuition costs.

→ The University and the School should take the Centre's thematic target areas and the further strategic directions, which the Centre develops in consultation with the School, into account in the hiring policy, especially for the appointment of new chairs.

→ The University should ensure that certain units within the institution, which are well positioned to pursue research excellence and international visibility, receive priority funding and posts to ensure that minimum conditions for international competitiveness are met. Given its potential and extensive launching phase, the TGCL should be given prioritised funds, since only a considerably enlarged budget with additional internationally-attractive academic staff positions will allow it to achieve and sustain its position as an international centre of excellence. The University's leadership should also lobby the government for targeted funds for such centres since they cannot be maintained with the overly limited funds of the University's normal budget.

→ The facilities of the TGCL (or any other centre that is to be considered a Centre of Excellence) should offer sufficient space for formal and informal academic exchanges among students and teachers. The Centre's current facilities do not provide a central meeting area beyond the classroom where more informal, spontaneous, but equally important intellectual debates can take place. Moreover, there should be minimum-standard maintenance of the facilities to provide adequate and appropriate accommodation for international guests involved in workshops or other interactive events.

Recommendations for the State of Tanzania, regarding its responsibility for Research and Higher Education

If the State of Tanzania aims to expand its research capacity and enable some higher education institutions or units therein to gain international renown and promotion, it will have to ensure that minimum conditions are met regarding staff positions, working conditions, research equipment and infrastructure. If such conditions are too costly to be funded across the board, then competitive funding should ensure that at least a few particularly well-positioned departments or institutions receive preferential treatment so as to serve as models and flagships for others to follow when more resources become available. Postgraduate training would need to include some degree of international exposure, whether through travel abroad by inviting foreign lecturers, in addition to the international content of the programmes.

The evaluators would urge the State of Tanzania to recognise the potential of the TGCL and to ensure that it receives the funds needed to continue to provide the high-level postgraduate training for future leaders in the legal professions which it had managed to build up. For further consolidation and future sustainability, this Centre should receive every support possible, in terms of additional professorial positions, research infrastructure and graduate scholarships.

Recommendations for the Faculty of Law, Business Administration and Economics at the University of Bayreuth

As the project's counterpart at the operational level, the Faculty of Law, Business Administration and Economics should see the TGCL as a chance to gain a nationwide reputation and expertise in the respective areas and to better reflect the University's commitment to the continent. Allowing for flexibility and greater participation by staff would ensure the continuity and sustainability of the Centre in the absence of the current project leader.

Recommendations for DAAD

The evaluators concluded that DAAD's support to the TGCL was well placed. Whether the Centre deserves to receive a second phase of funding support after the first five years would depend on visible signs of commitment from the University and the School. The evaluators feel that the University's positive strategic assessment of the TGCL and its role should be reflected in corresponding institutional support and preferential treatment for the TGCL as a Centre of Excellence. If not, the TGCL will remain a programme rather than realise its potential to become a unit with international scope and enormous potential for the East African Community and its German partners.

4.2. South African-German Centre for Development Research and Criminal Justice

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Abbreviations

CJD: Criminal Justice Division

DRD: Development Research Division

IEE: Institut für Entwicklungsforschung und Entwicklungspolitik, Institute for Development Research and Development Politics

ISD: Institute for Social Development

Ma DevSt: Master in Development Studies

Ma DM (BoPr): Master in Development Management (Bochum Programme)

MPA: Master in Public Administration

PhD IDS: PhD International Development Studies

RUB: Ruhr Universität Bochum

SAGE CDRCJ: South African – German Centre for Development Research and Criminal Justice

SOG: School of Government

UWC: University of the Western Cape

4.2.1. Development Research Division (DRD)

The proposal to set up a Centre of Excellence to study “Challenges for Development in Sub-Saharan Africa” was an ambitious endeavour, building on the long-standing partnership between the IEE and SoG/ISD. The programme places a clear regional focus on students from Southern Africa.

The cooperating Master Programmes, the MA DM (BoPr), the MA DevSt and the MPA, were established years before this programme was started. Students of the MA DM (BoPr) receive a degree from RUB, whereas the students of the MA DevSt and the MPA obtain theirs from UWC.

With the establishment of the DRD, the relationship, as well as the level of integration and mutual recognition of modules for the respective other study programmes intensified. Students have the possibility of gaining a second degree at the respective partner university. However, this possibility also existed previously.

The proposal envisaged a substantial increase in the number of Master and PhD graduates from the various programmes through the possibility of offering scholarships to students from Southern Africa. In essence, the DRD programme provides scholarships for academic programmes which already existed.

One of the main objectives was to increase the number of PhD graduates. So far, scholarships are awarded only to students following the ISD PhD programme, which was established at RUB in 2007. At the same time, a structured PhD was to be established at UWC. To date, there is no proper DRD PhD programme. Setting up a structured PhD at UWC is considered to be of utmost importance.

One of the main objectives of the proposal was to set up a second regional centre in Southern Africa and to establish the same academic programmes there. However, this has not been done.

DRD has established numerous links and cooperation initiatives with European universities, as well as Southern African universities. Every possibility should be explored to build on this impressive foundation, using the Erasmus-Mundus network, to create a pan-African international PhD network.

The evaluation team observed problems caused by the turnover of top management staff at the SoG and ISD. Funding might therefore be continued for another two years beyond the first 5-year funding period to see whether a structured PhD will be set up and if a major (third-party funded) South-South/North-South academic network will be established.

Recommendations for the Centre

Master and PhD programmes:

→ The academic programmes should be continued.

→ In general, the curricula of the participating academic programmes are of high and relevant quality. Some areas for improvement have been identified: placing more emphasis on a community-based approach or the informal sector. Additional modules such as “Ethics” or “Public Service Ethics in Africa” are recommended.

→ In contrast to the MA DM, the master programmes at UWC seem to leave more room for further improvement.

→ DRD’s steering committee should discuss measures to improve the throughput rates of the UWC master programmes.



University of the Western Cape

→ A DAAD representative should be involved in the selection of candidates for PhD scholarships.

→ At the international level, DRD has laid the foundation for more robust South-South cooperation which was originally meant to be an integral part of the project proposal.

→ Through its academic programmes, DRD is establishing contacts with other European and African universities with the ultimate aim of building an Erasmus-Mundus Network. These efforts should be pursued.

→ Establishing a structured PhD programme at SoG should be the primary focus for the coming years.

→ There are also plans to create a consortium of European and African universities to cooperate at the PhD level, including Stellenbosch University and the African Doctoral Academy. The evaluation team strongly urges DRD’s steering committee to do everything possible to utilise this comparative

strength to build a pan-African, international PhD network.

→ The agreement that the two divisions of the SAGE CDRCJ should organise at least one lecture by a member of any one of the divisions to the students of the other should be continued.

Research:

→ In spite of the considerable body of research and completed theses available, DRD has not yet fully exploited its publication potential. It should therefore consider offering publishing incentives.

→ The plans to establish a DRD research paper series should be pursued.

→ As from September 2011, the DRD's writing school has been offering a series of workshops to prepare students to better succeed in writing publishable research articles. This commendable offer should be continued.

→ With the change in key staff at SoG and ISD, and compatible research interests, joint third-party-funded research possibilities should be seriously explored.

Teaching Staff:

→ DRD's steering committee must ensure that sufficient funds are available for an adequate number of staff to teach and supervise the students following the programme. Commitment and involvement must remain at levels reflective of high international standards. All staff must have high academic records.

Management:

→ DRD has been running its academic programmes for many years now and it therefore possesses

a smooth and efficient management system. No structural changes are recommended for the future.

→ Staff changes at SoG and ISD have meant a period of transition and uncertainty for the programme. The heads of IEE, SoG and ISD should discuss and redefine major strategic orientations for the coming years.

→ In future, students should have the opportunity to stay in campus residences.

Alumni:

→ DRD is currently planning to develop an Individual Professional Career Development Mentoring Programme. This would be an innovative approach which DRD should seriously explore.

→ DRD programmes are much more "generic" and involve a much larger number of students than the CJD programme. The evaluation team believes, therefore, that the need for very intensive alumni work is less urgent for the alumni themselves. However, alumni networking should be continued because assistance from the alumni for internship placements and other support is of significant value to the DRD. The relevant survey should also be repeated regularly.

Recommendations for DAAD

The entire evaluation team generally feels that DAAD should not merge the two centres into a "double centre": "the relationship is collegial and has functioned, but adds only marginal value to the activities of the respective centres." The evaluation team did not notice any synergy effects. The joint Steering Committee could be dissolved. However, all forms of informal ties should be encouraged and maintained;

DAAD should inform students and alumni on the programme about the possibilities of funding for alumni programmes such as financial support for participation in conferences or summer courses;

Annual reports should be written in English. Qualitative aspects of the programme should feature more prominently (e.g. problems with the turnover of top management staff at SoG and ISD had not been adequately discussed in previous reports);

It seems unrealistic to actually set up a second regional centre offering the same academic programmes as DRD without a substantial increase in funding. This goal will not be achieved with funding from the programme;

DRD and its cooperating partners have established numerous links and cooperation ties with European and Southern African universities. Every possibility should be explored to build on this impressive foundation. The goal to set up a joint international North-South and South-South Master Programme network through international funding (Erasmus-Mundus) is considered a veritable challenge. Establishing such a network through international (EU) funding, within the next two years, would be a great and genuine success for the programme and certainly justify continued funding;

The goal to set up a structured PhD at UWC is considered of utmost importance to UWC. It is considered a realistic expectation that this can be done within the next two years;

A greater portion of the funding should be earmarked for UWC PhD programmes in the future;

A larger portion of the funding should be allocated to building the research capacities at SoG and ISD (e.g. innovative incentives for publication of master theses).

All the academic programmes are sound and of good quality. Their management, organisation and content, in general, are of exceptional quality. The quantitative results are very impressive. However, the evaluators are of the opinion that the programme has not fulfilled some of the major expectations of the DAAD programme. The MA DM is still very much a “Bochum Programme” and, while the PhD ISD is an excellent German PhD programme, DRD has failed to establish an equivalent, structured PhD at UWC.

The evaluation team recognises that the turnover of top management at SoG and ISD has hindered efforts at UWC. In future, more efforts should be made and more funds invested to actually enhance the capacity of UWC.

The new management of SoG and ISD is supporting efforts to establish a structured PhD at UWC, as well as efforts to apply for international funding for an international partnership on the Master degree and PhD level (Erasmus Mundus, EU Edulink).

Funding could be extended by two years to see if these efforts, which would bring great credit to DRD, will actually yield results.

4.2.2. Criminal Justice Division

The proposal to set up an “LLM Programme on Transnational Criminal Justice and Crime Prevention – an international and African Perspective” was an innovative endeavour.

The original proposal was clear cut, logical and outlined the future programme with remarkable clarity.

The evaluation team wishes to emphasize that the content of the LLM and all aspects of the PhD programmes are of the highest international quality.

The team agrees with the self-assessment report that, “within a very short time, the Criminal Justice Division has become a unique establishment in Africa, with the potential of becoming the premier teaching and research site in the criminal justice field in the whole of Africa.”

Achievement of Project and Programme objectives

The Criminal Justice Division has done very well as regards teaching. In the field of research, the ground has been prepared for more peer-review publications by the on-going PhD programme.

As an internationally renowned centre of excellence, the Criminal Justice Division is a credit to the host country and especially to UWC, the host university. Its graduates come from throughout the African continent. As a result, the CJD has achieved both regional and international renown and visibility. This programme has all the potential required for the promotion and training of future leaders with high integrity.



Students of the Criminal Justice Division of the South African-German Centre with the project leader, Prof Gerhard Werle

The evaluation team underscores the need to increase staffing for the programme and hopes that the excellent qualitative and quantitative output of the LL.M. programme will, in the coming year or two, convince UWC and the faculty of law to create new positions in the Criminal Justice Division.

Recommendations for the Centre

LL.M. and PhD programme:

- The primary focus should continue to be the LL.M and the PhD programmes.
- There seems to be no need to change any of the modules substantially.
- The present capacity allows for a maximum of 20 students for the Master programme and 8-10 PhD students. The website announcement should be adapted accordingly.
- The evaluation of, and feedback on, the programme could be improved by establishing contacts with the employers of former students. One could ask for their assessment of how well the students were trained or if there are additional areas that should be addressed by the LL.M. programme. Furthermore, it might also be useful to strengthen contacts with alumni in this respect, so as to gain valuable feedback concerning the value of the current teaching programme.
- The agreement that the two divisions of the SAGE CDRCJ should organise at least one lecture by a member of one division for the students of the other should be continued.

Teaching Staff:

- At the moment, manpower resources are considered the Achilles heel of the programme.

The CJD management believes that within an acceptable period of time promising young scholars can grow from within the programme to assume more responsibility. However, incentives are needed to attract doctoral graduates to research and teaching. Post-doctoral scholarships might be an option. Since this is an important step for the second phase of funding, the next proposal should elaborate on this issue. In general, the evaluation team supports this idea and is convinced that the success of the programme will also convince the leadership of the faculty and the university to secure long-term staff sustainability for the Criminal Justice Division.

Management:

→ It is appropriate that this programme is being managed by the CJD rather than centrally by the university administration. However, ways should be found to ensure that core teaching staff does not have to look after minor administrative issues.

→ It must be acknowledged that the larger part of the conceptualisation of the programme was done by the German partner in Berlin. Therefore, in the first three years, in particular, a substantial part of the management budget was allocated to the German partner.

→ Attention should be paid to further building the capacity of the South African partner.

→ Concerning the coordination role, the evaluation team recommends that for the second phase of funding, a greater part of the coordination role be assumed by staff of the Criminal Justice Division in Cape Town. Hopefully, one or two PhD candidates or one of the PhD alumni could eventually take over this task.

→ In future, students should have the opportunity to stay in campus residences.

Alumni:

→ It is not enough to train excellent students to become excellent professionals. More effort needs to be made to maintain motivation and high professional standards. The alumni might at some point require the support of their former colleagues in their future professional lives. The next proposal should include an additional budget to specifically cover alumni work and involve graduates of the programme in various activities at the Centre (summer school, scientific conferences, exposure visits).

→ The students themselves already stay in contact via social networks (Facebook etc.). Yet, the CJD itself should get involved and establish a strong network among former students.

→ The alumni magazine should be continued on a regular basis.

→ The Centre itself could open a Facebook "user group".

→ The faculty/CJD should establish a separate portal for DAAD graduates on its homepage. This might also highlight the specific efforts of the programme in educating a future African "elite".

→ Maybe invitations to alumni to attend the summer courses in Berlin could be financed by the DAAD. This would enable alumni and current students to forge strong links with each other.

Organise a conference in Cape Town

The Criminal Justice Division is considering organising a conference in Cape Town on "The International Criminal Court in Africa" as a prelude to the second phase of funding. This would be a valuable step towards enhancing the visibility of the LL.M programme in Africa. It is highly recommended that this conference takes place in Africa because it

might point to the Centre's leading role in this field. This initiative may also prepare the ground for new endeavours in the field of continuing education and consultancy as planned.

The conference would also provide the perfect opportunity to bring together alumni of the programme, as well as practitioners and academics working in the field.

Recommendations for DAAD

DAAD should inform students and alumni of the programme about funding possibilities for alumni programmes such as financial support for participation in conferences or summer courses.

It seems that DAAD itself underestimated the administrative complexity of this innovative, very personalised and individualised programme. Ample provision should be made for administrative costs for the second phase of funding.

Research requires a certain infrastructure and access to important journals and a specific law database. Building up the library facilities would certainly help the programme. The evaluation team suggests making additional funds available to the programme to improve its research infrastructure.

In general, the evaluation team feels that DAAD should not force a "marriage" between the two divisions of the South African–German Centre, where no relationship of love existed in the first place. The joint Steering Committee could be dissolved. However, all forms of informal ties should be encouraged and maintained.

Annual reports should be written in English.

4.3. Ghanaian-German Centre for Development Studies and Health Research

Evaluation team

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Prof Dr Heribert Weiland, Arnold-Bergstraesser Institut 

4.3.1. Development Studies Division

The GGDDS was founded in 2008 by the Institute for Statistical Social and Economic Research (ISSER) of the University of Ghana and the Centre for Development Research (Zentrum für Entwicklungsforschung, ZEF) at the University of Bonn, Germany. It is the institutional framework for a new PhD programme which "aims to train dedicated and innovative future leaders who commit themselves to the development of their country and can contribute to the strong economic and political partnership that Ghana and Germany have developed over time." (GGDDS Brochure)

The evaluation team has had the chance to witness a demanding and successful new PhD training course which promotes high international academic standards and which has been set up and run with great professionalism and dedication.

It is built on a long-standing partnership between its host institutions which, as the evaluators were able to attest, is characterised by a high level of trust, deep mutual understanding, compatible high academic standards and the diligence of the organising partners. This underlying foundation and the excellent networks and infrastructure of the institutes provide an institutional setting which allows for a long-term perspective of the programme and sustained attention to academic excellence.

The evaluation team is convinced that the key feature of the DAAD programme and the GGDDS programme which consists in supporting African PhD students in their home countries and providing additional research and training exposure to German university experts is a great asset. It responds well both to the research-field concerns since the students benefit from proximity to the local situation – the subject of the PhD theses- and to the candidates' living/family situation which would make an extended stay abroad and separation from their families and respective duties difficult. PhD candidates benefit immensely from the support and additional research perspectives provided by the German partners and this helps build lasting research contacts. The two partner institutes benefit from the deepening of their already effective cooperation and the additional projects that emerge from cooperation within the programme.

Recommendations for DAAD

The PhD programme of GGDDS/ ISSER has got off to a good start, with assistance from ZEF, and is performing well. It is recommended that it be continued with its present structure and content along with a few improvements mentioned below.

DAAD should allow further funding although the structural development of GGDDS differs from the original proposals. Instead of adopting the



Graduation of PhD Students of the Ghanaian-German Centre for Development Studies and Health Research, Division Development Studies

intended structure of a (semi-) autonomous research centre, GGDDS should remain an integrated PhD programme within ISSER. Funding of GGDDS should continue since ISSER and ZEF have developed a very successful partnership with high hopes for sustainable structures and a lasting mutual exchange of expertise. This shows that joint PhD programmes are meaningful structures to be supported, falling within the range of aims to which DAAD attaches tremendous importance.

DAAD's attempt to merge two separate division centres into a joint centre because of their location at the University of Ghana, although they had submitted two separate proposals independently and unrelated to each other, could hardly be expected to succeed. The two projects had no common history or common cooperation aims, and top-down initiated cooperation is known to hardly ever lead to sustainable partnerships. While several

thematic interfaces do exist between the two host institutes (ISSER and the School of Public Health) and there are even individual cooperation projects on the Ghanaian side, no cooperation emerged from within the Centre, and should not be expected to, since the proposed cooperation projects had very different designs and challenges to meet.

Recommendations for GGDDS/ISSER

Contrary to the original intention to create an autonomous centre within ISSER and the University of Ghana, the present structure of an integrated PhD programme should be pursued in the coming years. Further integration may entail expansion in terms of students, staff, infrastructure and a revised syllabus, as recommended below. If successful, a future structural transformation to a semi-autonomous body within ISSER or the University seems feasible, but should not be expected within the present support period.

The cooperation between GGDDS/ISSER and ZEF obviously led to very positive results and should be continued. ZEF strongly influenced the design and structure of the overall curriculum, thus trying to assure high quality standards. However, since this is a joint venture, the Ghanaian side must also bring its own competencies and interests in order to establish a genuine GGDDS/ISSER programme to secure African ownership. To achieve this new GGDDS/ISSER identity, a further exchange of ideas between all partners and strategic discussions about the goals and activities will be necessary.

Moreover, the close cooperation between GGDDS/ISSER and ZEF should be continued because research visits, cooperative lecturing and partial supervision by ZEF staff may open international doors for student contacts and an academic network which only few African universities can offer at present.

The five-module course curriculum, which has been developed in collaboration with ZEF, represents a well-established foundation for the programme. Nevertheless, the evaluation team has doubts concerning the very limited time slots reserved for each module and therefore proposes more flexibility in the programme. Discussions about restructuring the coursework should take place, with the aim of either expanding the coursework or selecting and upgrading certain modules and courses at the expense of others. The evaluators recognise the logistic problems with respect to research visits to Germany but, given the urgent calls from teachers and students about the excessive coursework in the first year, they suggest the course be revised.

Doubts also exist with respect to the content of the programme. It does not seem to be of an interdisciplinary nature or sufficiently target-oriented. Development studies, in particular, should overcome short-sighted disciplinary approaches and address important developmental issues in a more comprehensive manner. Finally, the scope of the programme must aim at a professional developmental profile which is not limited to the Ghanaian context only, but leaves room for a broader spectrum of the entire African continent.

Empirical research seems to be largely limited to secondary analyses and interpretation of existing data collected by other ISSER research projects. First-hand empirical research is still lacking due to time constraints or inadequate research funds. This practice should be reviewed since concentrating on mainly quantitative secondary analyses of existing data might damage the good reputation of the programme after a few years.

With a growing number of PhD students, the number of teaching staff needs to be increased as well. Lecturers in other university departments must be recruited for the programme. Lecturers should also contribute to the reorientation of the programme,

with a view to establishing a new interdisciplinary profile for development studies.

Finally, the process of recruiting and selecting students for the programme should be revised. At present, the majority of students wish to become university lecturers because new regulations in Ghana require a doctorate as qualification for teaching at university level. The PhD programme officially aims to train “future leaders in Sub-Saharan Africa”.

Recommendations for the University of Ghana

The GGDDS initiative has developed into an excellent PhD programme which is recognised as a pivotal model for other departments. The University should try, therefore, to share its positive experiences both within and outside its campus. At the same time, it should help to establish more programmes of a similar kind that could fit smoothly into the existing structure. This applies particularly to programmes which receive external funding.

The University should continue to lobby strongly for increased research funding at national level so as to become less dependent on international funding agencies and more able to set and realise its own research.

Recommendations for the Ministry of Education and Research

The development of tertiary education is only possible with PhD programmes that allow for the training of lecturers. GGDDS should be taken as an example of international cooperation in this field. If GGDDS/ ISSER wish to extend the programme and include other universities in the country, the Ministry should most certainly support the idea.

To ensure that the country is able to set and pursue its own research agenda, an independent research council should be set up to provide research funding to universities on a competitive peer-review basis. Foreign models of good practice can be observed (e.g. Germany, UK, Netherlands) and adapted to suit national needs.

4.3.2. Health Research Division

Like its successful fellow centre, the GGCPH is not really a centre as such, but rather a partnership-based PhD programme. Its tandem-based project structure, in which a Ghanaian and a German PhD candidate were supposed to work together on cognate research questions with tandem supervisors in both countries (combining different disciplines and field work in Ghana with laboratory work in Germany) and close supervision from both sides, had seemed like an ideal design for a partnership-based programme. However, the fact that the research funds that were supposed to become available were not granted, undermined the structure since projects could not be combined as planned. In the end, only a first batch of students was able to benefit from the idea. In addition, communication



School of Public Health, University of Ghana

problems, as well as the inability to address the consequent problems jointly as a group, undermined the entire project and left the PhD candidates with little more than a local university programme, with the added value of a full stipend, a trip to Germany and some additional feedback and communication with a German expert abroad. The inter-institutional partnership between the University of Ghana and the University of Heidelberg seemed to hardly exist at the time of the evaluation team's site visit or to be rather distant at best, with the fortunate exception of the linkage through the person of Dr Veeltmann.

Thus, to sum up, the Centre fell far short of its intended impact and benefits. While most of the German and Ghanaian PhD candidates seemed to be able to complete the programme in time, the fate of two Ghanaian PhD projects was still in limbo due to the change in conditions during the course of the programme, so that even the career benefits to the funded students are not yet guaranteed. Although the current coordinators assured the interviewers that all would be done to help these students bring their theses to a successful conclusion, the interviewers were forced to conclude that the programme had not achieved its objective or goals either at the institutional or personal level. This report will try to advance some recommendations regarding key success factors for possible partnership-based projects with similar aims so as to ensure that such situations do not recur.

It should be emphasized that the interviewers did not meet any of the persons responsible for the unfortunate developments that led to the current situation since those interviewed joined the project at a later stage and tried to make the best of the existing conditions. Both coordinators agreed that, in future, any PhD-related programme funding by DAAD (which is not meant to fund research per se) should only be made available in the context of experimental sciences when separate research funds have been or can be guaranteed.

The evaluation team would also like to stress that it has no doubt that all the institutions involved are capable of high-quality research and research training and engaging in sustainable long-term inter-institutional partnerships. Indeed, two such partnerships were mentioned, though not the ones on which this project is primarily based. It seemed to the evaluation team that the stakeholders in this particular inter-institutional partnership had not gained the necessary depth and trust to be able to cope with unforeseen adverse conditions together. In future, partnership-based programmes that are meant to be conducted in a mid-term to long-term perspective must first pass a stress test before any attempts are made to embark on a more demanding institution-building project together.

Recommendations for DAAD

While DAAD is to be commended on its flexibility with respect to the use of funds for research support to help sustain the PhD projects, it should ensure, in future, that no programme in experimental sciences receives funds without a guarantee of research funds from other sources.

It might also be a good idea for future programme development to join forces with a research funding council to align and combine funding instruments targeting foreign partnerships in research and student or researcher/teacher exchanges.

Given the current situation with respect to the partnership and communication, DAAD should not make provisions to fund a third batch of students since no reliable prospects can be offered to them in the framework of the current partnership. It should also refrain from funding a second phase of this division of the Centre since sustainability cannot be ensured under the current conditions of the partnership.

As mentioned under Recommendations for GGCDs, DAAD should allow for funding of partnership-based PhD programmes, even if they are not part of the setting-up of a separate institutional entity that is recognisable as such. However, it should take great care to ensure that the partners involved in such programmes have accumulated sufficient experience with each other and built mutual trust so that a long-term perspective can be ensured for students.

DAAD should support any of the individuals still engaged in the programme as students or as coordinators to develop rewarding future prospects for themselves and for making use of the partnership, such as by conveying their ideas for projects through the right funding channels.

DAAD should insist on sufficient opportunities being provided within what remains of the programme for students in Ghana to benefit from more interaction with German experts at the partner universities, perhaps by even facilitating additional research visits to Germany.

Recommendations for the Centre

To alleviate the current stress which those PhD students with incomplete biomedical research experiments are facing to complete their research projects, the Centre and the School of Public Health should help in any way they can, including by contacting their partners in relevant laboratories or by allowing additional travel to Germany to ensure sufficient interaction with the German partners.

The SPH administration and the lecturers should have been more openly involved in the management

of this PhD programme, particularly the thematic clusters in public health. For future partnership-based PhD programmes, embedding in the School of Public Health curriculum, planning and strategy development should be ensured.

The SPH needs to formulate strategies to facilitate staff development in Public Health. After completing their theses, the best PhD students could be involved in offering relevant staff development courses.

Recommendations for the University

The University should ensure that all graduate programmes in fields which cut across its faculties and schools make full use of the competencies and resources in other disciplines offered in other faculties.

The University should also review the linkages between the same disciplines in different faculties and their respective profiles to avoid programme duplication, inefficient use of resources and to ensure complementary profiles and adequate cooperation.

Recommendations for the Ministry of Education and Research

The Ministry of Health should join forces with the Ministry of Education and Research, or vice-versa, to provide stipends and staff development opportunities for research-oriented Public Health professionals and university lecturers since this area is clearly of vital importance for the future of the country.

4.4. Namibian-German Centre for Logistics

Evaluation team

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The Namibian-German Centre for Logistics (NGCL), housed in the Polytechnic of Namibia, aims to support education and research in the field of logistics, i.e. “to show best practice and to establish state-of-the-art know-how and new technologies in logistics at the Polytechnic” (Self-evaluation report 2011, p. 2). The Centre intends to influence the Polytechnic’s work in the field of logistics, not only through educational programmes, but also by fostering links with industry and public authorities in Namibia.



Namibian-German Centre for Logistics (NGCL) at the Polytech of Namibia

The aims of the Centre are described as follows:

- offering easy access to all major logistics information for the public/industry/authorities
- carrying out research in the area of logistics and publishing the findings by appropriate methods/media
- offering research/knowledge database and knowledge transfers
- postgraduate course and study programmes to create leaders in logistics
- providing demand-oriented, in-house training and consultancy capacity for companies and authorities
- providing resource facilities for SMEs and start-up companies to fill their capacity gap, and logistics-oriented student education

The team of evaluators consider the project to be on the right track. The past years have been used to develop numerous logistics-related activities and build an infrastructure which is needed to conduct the planned activities and to achieve the ambitious objectives. The strong commitment by actors both in Namibia and Germany has proven instrumental in developing a set of instruments and networks and producing important outputs for the further development of logistics in Namibia and beyond.

The evaluators’ observations and recommendations focus on continuing the extension and networking activities, and building a sound basis for postgraduate studies with respect to teaching, research and infrastructure. A stronger focus on placing the project into the SADC-context is recommended. It is further recommended to strengthen the links with the Flensburg University of Applied Sciences beyond the already good level of cooperation.

The continuation of funding for the project is recommended.

Recommendations for the Centre

The above-mentioned recommendations (in the original report) cannot all be implemented at the same time, and indeed, some of the recommendations might overstretch capacity and funding possibilities. The evaluation team wishes to stress that its recommendations should be seen as a series of options which might help in guiding the further development of the project.

While “business plans” in a highly dynamic context sometimes have only limited value, joint reflection on the way ahead, incorporating some of the suggestions mentioned above, would certainly be helpful to the Centre’s and the project’s development.

The evaluators felt that the Centre and indeed the School of Management would benefit from expanding their links with foreign experts, mainly from the Flensburg University of Applied Science, but also from their German or international partner network. Closer links to German organisations working in Namibia might also have a positive impact on the project.

The Namibian government’s Vision 2030 places Namibia firmly in the sub-regional context. The Polytechnic’s Yearbook 2012 reiterates this vision when describing the direction to be taken by the Centre: “One of the most important areas for further development and expansion of the growing economy is the advancement of the transportation and logistics sector. The significance of the topic goes far beyond national borders. Integrated logistics are essential, particularly for the non-coastal states.” (Yearbook 2012 p. 68). Hence, closer cooperation with stakeholders in the sub-region, either with lecturers and researchers from universities in the

sub-region or postgraduate students from the sub-region, will help to place the project in this context. This might be an area in which the project can best contribute to excellence - one of the key considerations when the new “African excellence” programme was started.

The Centre’s sound management approach makes it an excellent place to demonstrate best practice in quality management. By bringing together experience from the logistics industry and experience from the Flensburg University of Applied Sciences, the Centre can help with the implementation of best practice in terms of quality assurance in the Centre’s activities, in general, and in activities to which they are indirectly contributing.

Recommendation for the Polytechnic

The commitment to build a strong transport and logistics focus within the Polytechnic to enable it to become the Centre for academic and non-academic programmes, is an excellent basis for further development. In this regard, the inadequate staffing of the School of Management should be tackled as a high-priority issue.

The evaluators felt that closer links between the Centre and the School of Management would increase the value-added the project can provide. Alternative arrangements for the placing of staff, and bringing teaching and research together might be considered.

The commitment of the Polytechnic of Namibia to advocate for internationalization in teaching and learning, and research and organisation, provides an ideal starting point to further develop its position in the field of transport and logistics. Organising exchanges for teaching staff, students, and key administrative staff, could help foster new ideas for the management of the programme.

Access to library resources is considered crucial to the development of the project. The Polytechnic should find ways to allow students easy access to textbooks, electronic resources and other publications in the field of transport and logistics.

Recommendation for DAAD

The evaluators propose that funding be continued beyond 2013. Phasing out the funding for the staff at the Centre over a period of a few years might provide a strong incentive for both the Centre and the School to address the issue of sustainability with the urgency it deserves. The stepwise reduction of funding for staff might make it possible to allocate a larger share of the budget to academic exchanges between Namibia and Germany or between Namibia and the sub-region.

The start of the “African excellence programme” created considerable pressure to quickly introduce advanced degrees. Such pressure, as useful as it may be sometimes, might have distracted attention from other forms of excellence. It is the view of the evaluators that the ‘excellence’ category should be broadly defined to include the provision of new and modern logistics education in Namibia, and offering such new programmes to students from the sub-region. This will also entail establishing strong links with researchers in the sub-region, developing links with Germany, learning about best practices in Germany and elsewhere, providing stimulus for the logistics sector, and offering professional programmes. This is how the evaluators would like to see the programme operate for the time being, considering this an excellent contribution to higher education in Namibia and beyond.

Good quality assurance mechanisms will also provide opportunities for regular reflection on the success of programmes. Consideration might be given to conducting a mid-term evaluation of the success of the project in 2015.

4.5. Congolese-German Centre for Microfinance

Evaluation team

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This report is the result of the evaluation of the German-Congolese Centre of Microfinance (CCAM), which is located in Kinshasa, Democratic Republic of Congo.

CCAM is a very successful project that has developed over a relatively short period of time in an exceedingly challenging context. The CCAM leadership shows great commitment to the project. The two parent universities – the Université Protestante au Congo (UPC) and the Frankfurt School of Finance and Management (FSFM) – are very supportive and there is strong and close collaboration, at all levels, between the Congolese and German partners. CCAM has also managed to garner strong support from external stakeholders locally. These include banks and the Ministry in charge of higher education, as well as the German Embassy and the German Development Bank. It is noteworthy that all graduates are selected very carefully and employed locally, thereby avoiding any brain-drain. The focus on microfinance is potentially important for future national economic development. The innovative teaching methods that have been successfully introduced are exemplary and can influence further pedagogical development in UPC and in the country.

The report proposes improvements to the curriculum and further development of the quality assurance processes. It also discusses the status of CCAM as a Centre of Excellence within UPC.

CCAM possesses significant potential for development and sustainability. The CCAM leadership team has demonstrated its strategic thinking and operational capacity. Further development of the Centre will need to be based on a business plan that details its financial and human resources. It will be important for CCAM to develop its capacity to attract external funding. There is clear potential in doing so, particularly through contract research and executive education as local demand for these activities is very strong.

Recommendations for CCAM

This report seeks to answer the following questions:

→ How embedded is CCAM in its environment and is its curricular focus fully in line with needs?

→ How is this environment likely to change, thus requiring CCAM to modify its educational offer in order to maintain currency and relevance?

It is clear that CCAM's offer is timely and necessary and that much progress has been achieved in four short years. CCAM has made every effort to be embedded in its environment. The evaluation team appreciates the challenges inherent in the rapid development of CCAM, whilst the general microfinance context remains in a state of considerable flux. It is confident that, given time, CCAM will boost its ability to monitor change and to maintain the currency of its activities.

It is in this positive context that the report offers a range of recommendations, which are summarised below:



Graduation of the MA Students of the Congolese-German Centre for Microfinance in Kinshasa

Curriculum:

→ The evaluation team's overriding recommendation is to rethink the structure of the curriculum, placing a stronger focus on what students need as tools for their future work and also as citizens who have a solid grounding in economic and financial matters.

→ Develop soft skills, including: leadership, negotiation, time management, front office skills (sales, presentations and representations) inter-relationship and intercultural skills and the ability to establish rapports with a variety of cultural groups.

Graduation rates:

→ As the alumni group grows, CCAM might want to consider creating a mentorship programme that would pair students with alumni to provide advice and support, particularly to first-year students.

Graduate employment:

→ Increase CCAM's visibility in the financial sector and ensure that employers understand its specific profile relative to the educational offers of other institutions and the specific qualifications level of CCAM graduates.

→ Fine-tune the programme to suit market demand, and possibly, involve employers in the development of the programme's curriculum.

→ Develop a more formal system for tracking graduates.

Research activities:

→ Expand the use of English in order to prepare students to take advantage of the abundant research literature on finance and economics available in English.

→ Follow up on the UCP project to develop an appropriate policy in respect of contract research ("action research"), which will include ethical and financial aspects of contract research (and how they will be enforced) and determine the University's overhead rate.

Consider research activities aimed at development issues that link microfinance to rural development, like forest products, health and agriculture, and the effects of distance and price elasticity on the financing of these sectors.

CCAM's status as a Centre of Excellence:

→ FSFM and UCP should review CCAM's status within the university in the light of the experience of Centres of Excellence elsewhere.

→ If the decision is taken to establish CCAM as a Centre, consider the implications for the legality

of the degree that it delivers and negotiate the appropriate change in legislation as required.

CCAM's management:

→ Consider including the adjunct lecturers in pedagogical discussions, at least once a year.

→ Consider the Advisory Board not only as an opportunity to improve CCAM's activities, but also as a platform that would minimise the current tendency of microfinance agents to compete rather than cooperate.

→ Enlarge the circle of stakeholders envisaged for the Advisory Board to include actors who are not exclusively in microfinance.

→ Organise a procedure to collect information about the sector that would allow CCAM to monitor and anticipate future trends.

Quality monitoring:

→ Review the current evaluation questionnaire in order to clarify its objectives.

→ Ensure that the questionnaire results are used and that information is available to students about their input into improving teaching quality; involve the adjunct lecturers in a discussion of the results.

→ Consider developing other, complementary ways for students to provide input.

→ Develop quality monitoring of other aspects such as thesis supervision, internships, research activities, etc.

Development potential and sustainability:

→ Expanding and stabilising the existing programme should take priority over starting new programmes.

→ CCAM's financial position beyond the DAAD grant will be strengthened by its ability to generate income through diverse funding sources.

→ Expand human resources: i.e., grow local academic expertise in microfinance; train the future trainers of the executive programme, and hire administrative staff to support these activities.

Recommendation for DAAD

The evaluation team offers the following two observations to DAAD:

→ The initial application by FSFM and UPC envisaged placing microfinance in the broader context of economic development. This was an academically tenable goal that the evaluation team would have supported. It is all the more recommended because of a global trend that is resulting in the blurring of the borders between microfinance and conventional banking activities aimed at relatively poor target groups.

→ The DAAD requirement to run the African Centres of Excellence as autonomous units is understandable. It increases their chance of succeeding in the short term; provides national opportunities to emulate their innovative aspects and may lead to legislative changes in higher education. In the long term, however, these can lead to the fragmentation of the parent institution. In addition, as is the case with CCAM, an autonomous status is at odds with existing legislation and is clearly complicating the situation.

As a result, the evaluation team makes the following recommendations to DAAD:

→ Review the selection process in order to ensure that it supports sound academic programmes.

→ Ensure that the DAAD requirements for running such Centres are compatible with the best, innovative, long-term interest of the parent institution and are in line with national legislation.

5. Analysis and consequences for DAAD

Even though the evaluation of the 'Centres of African Excellence' programme was not designed as a programme evaluation, the recommendations made in the individual reports required closer analysis from DAAD's perspective. This chapter aims to provide that analysis and draw preliminary conclusions. These, together with the individual evaluation reports, will form the basis for the second funding phase of the programme (2014-2018).²

General observations

All the 'Centres of African Excellence' have developed on an individual basis; some centres even deviate from the original project proposal submitted. This is not surprising given that conditions and guidelines were kept as brief as possible at the beginning of the programme to allow a certain degree of flexibility.

An important observation is that all the centres – with one exception (Ghanaian-German Centre for Development Studies und Health Research, Division for Health Research) – were considered worthy of future funding by the evaluation teams. Another centre (German-South African Centre for Development Studies and Criminal Justice, Division for Development Studies) received a conditional recommendation.

The attempt to generate synergy effects by obliging individual divisions to merge into 'double centres' at the same host university has failed. The evaluators weighed in strongly against this type of 'forced marriage' in future DAAD programmes.

Analysis of programme-specific recommendations and suggestions

The recommendations and suggestions have been clustered under the following headings:

Models of 'Centres of African Excellence'

The evaluation reports have identified two different types of 'centres' that have emerged in the programme. While the Centre in Ghana (Division for Development Research) was built around a structured PhD Programme, within the framework of the host university (ISSER, University of Ghana), other centres have emerged as visible entities, both in terms of infrastructure and institutional autonomy (e.g. Namibia or the Democratic Republic of Congo).

The evaluators considered the integration of the Centre's activities into the structures of the host university an important condition to achieve sustainability. This integration requires firm commitment from the host university to the Centre, in terms of infrastructure and human resources.

Conclusion:

Both types of structures should be allowed to continue as long as they prosper and serve the intended aims of the 'Centres of African Excellence' programme. Local conditions of the host university should be taken into account when deciding on the

² The content of this chapter was extensively discussed at an internal DAAD-meeting on 22 August 2012. Participants were: Dr Helmut Blumbach (Director Southern Hemisphere), Dr Martina Schulze (Head of Division Sub-Sahara Africa and Latin America), Michael Horig (Head of Section 412 – Central and West Africa, Centres of African Excellence), Dr Dorothee Weyler (Programme Manager Centres of African Excellence) and Sylvia Vogt (Programme Officer Centres of African Excellence).

issue of how a Centre can be integrated. However, two important aspects should be respected: the Centres should be visible entities, highlighting the contribution of the funding source (DAAD/ German Federal Foreign Office) and they should be sustainable.

This requires strong commitment from the local partners. Consequently, all applications for extension during the next funding phase will be required to provide clear and measurable indicators for such a commitment. An example to determine commitment would be the way in which 'tuition fees' are being handled. For instance, a tuition fee waiver for students at the Centres would be the preferred solution. If such a waiver cannot be agreed, it should be guaranteed that a significant portion of the generated fee revenue will be earmarked for the direct benefit of the Centre. A clear arrangement on how tuition fees will be utilised and a business plan for long-term sustainability should be a compulsory part of the application.

Societal relevance and visibility of the 'Centres of African Excellence'

According to the evaluators, the Centres are foremost sites for education or research which, at the same time, do provide services to society. This is often described as the 'third mission' of universities. For the Centres, it includes topics such as continuing education offers, consultancy services or contract research.

Conclusion:

Applications for the second funding phase should include a concept note describing how the Centres plan to increase their societal relevance and visibility at the national and international level. Additionally, an overview of participation in bilateral (development)

projects (German-African) or a list of agreements with national/regional actors can document their collaborative efforts and subsequently their relevance to society.

Training the next generation of leaders

A central aim of the 'Centres of African Excellence' programme is to train the next generation of leaders in Africa. The Centres apply different interpretations of the terms 'leader' and 'leadership training.' Identified discrepancies range from the level of the academic degree offered to the type of positions for which graduates are prepared:

→ The Namibian-German Centre for Logistics started with a Bachelor Honours degree and is now introducing a Master programme. The Centre is responding to the direct demand from the industrial sector, which requires well-trained graduates for policy-making and leadership positions. The degree programmes are offered on a part-time basis for professionals, thus facilitating educational qualification while being employed.

→ The Division for Criminal Justice at the German-South African Centre for Development Studies and Criminal Justice offers degrees at the master level, with the option of continuing on to the doctoral level. Their graduates target academic careers or important positions in NGOs and international courts.

Some of the evaluation reports also emphasized that the training of future leaders does not stop at graduation. The Centres should rather view themselves as accompanying institutions for their alumni, with successful graduates being integrated into their activities (mentoring programmes, invitation to summer schools, act as a focal point for professional issues, etc.).

Conclusion:

The type of professional and societal tasks for which graduates are prepared should be decided by the individual Centres. Future leaders can be trained at different educational levels, as long as their future role in society is defined. However, a common feature of all Centres should be the provision of leadership training at the master level. This does not mean that all Centres need to offer full master degrees, but they should at least cater for professional development opportunities (courses, modules) at that level.

The option to provide degrees on a part-time basis (or through e-learning), should be considered as well, as they fit better into professional life. Additionally, the criteria for the award of scholarships need to be revised, so that older students, i.e. whose last degree was obtained more than six year ago, can also be considered, provided that the realistic usefulness for professional life is proven. Furthermore, a concrete concept should be formulated for the involvement of alumni in the Centres' activities and their continued support. These types of alumni activities need to go beyond the programmes already offered by DAAD.

Human resources

The presence of a core group of teaching and project staff is required at each Centre in order to increase the number of students, provide a better quality of higher education and enhance the prospect of future sustainability. Currently, the teaching modules at the Centres are delivered by visiting lecturers from Germany and staff at the host universities. For the latter group, this often implies an additional workload on top of their regular duties. Subsequently, project director positions have been created at the centres in Kinshasa, Division for Criminal Justice (Cape Town) and Namibia. In Tanzania, Ghana and the Division for Development Studies (Cape Town), project leaders are compensated through top-up payments.

Project coordination is done mainly by the German partners. The evaluation reports view the aspect of boosting human resources through programme funding as controversial. While there is a clear demand for more permanent staff; the provision of same by way of programme funds could undermine the host university's commitment to the Centre.

Conclusion:

An approach that offers incentives and enables structural changes is needed to strengthen the human resources dimension of the Centres. Such an approach could be implemented by a matching funding model: e.g. DAAD and the host university pay half a salary; DAAD-financing for post-doctoral positions between 1 or 2 years, on the understanding that the host university finances a third and/or fourth year. Another option to strengthen the HR at the Centres is to offer the host university the opportunity to apply for long-term lecturers funded by DAAD. This would benefit both the Centre and the university as a whole.

Currently, all coordinator positions are located at the German partner institution (either half- or full-time positions). In future, these coordinator positions should be (at least partially) installed at the host university in Africa, thereby facilitating the labour-intensive guidance and counselling of up to 60 students and doctoral candidates from different origins, who require intensive local support.

Teaching and research capacity

Establishing internationally reputable Master and PhD programmes at the Centres requires both an innovative and contemporary approach to teaching, as well as an adequate research environment, which is seldom found at universities in Sub-Saharan Africa. In line with this statement, the report on the Ghanaian-German Centre for Development Studies and Health Research, Division for Development

Studies, recommended that students at the Centre conduct more “first-hand empirical research.”

Conclusion:

The Centres should become creative hubs that can attract international post-doctoral students and professors for teaching assignments. This requires a certain number of research activities. Even though the programme ‘Centres of African Excellence’ is not aiming to establish research institutions, it should take a stand on what it can and cannot fund in terms of research support. It also needs to ensure that the research conducted at the Centres is needs-

oriented and caters to societal demand. Through the provision of a research allowance, the programme can only ensure, to a limited extent, that individual scholarship holders have the necessary funds to conduct their research projects. Basic investments in libraries and IT infrastructure at the Centres can only be funded on a well-justified case-by-case basis. Large-scale research grants are beyond the scope of the programme, and should be acquired from other sources. Cooperation with providers of research grants acquisition training should be facilitated (e.g. through the International Bureau of BMBF).

6. Final remarks

The spirit of this evaluation exercise was development-oriented, an approach that has worked very well. DAAD is extremely grateful for the devotion, energy and creativity that the persons in charge at the individual Centres have invested in the evaluation. From the self-evaluation exercise, to the organisation of, and the discussions held during the site visits, as well as feedback on the first draft of the evaluation reports, their contribution was constructive and insightful. The Chairs and evaluators of each Centre deserve a huge thank you and our heartfelt gratitude. Without their dedication, punctuality and curiosity, this exercise would not have been possible. It is now up to the Centres to formulate their ideas for the future in their next application for funding. We wish them the best of luck and look forward to the results.

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