



**Final evaluation of the  
Institutional University  
Cooperation with the  
University of the Western Cape  
(UWC), South Africa**



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# 1 Background and Disclaimer

The VLIR-UOS programme for Institutional University Cooperation (IUC) is an interuniversity cooperation programme of the Flemish universities. Till 2012 and in general, each partnership cooperation programme covered a maximum period of ten years. A IUC cooperation consists of different types of interventions such as teaching and research cooperation activities as well as institutional management interventions.

The IUC-programmes are evaluated after their finalization by an external evaluation team consisting of an international and local expert. The present evaluation was carried out by dr. Patrick Vander Weyden (international consultant) and Mrs Leah Livni (local consultant).

The extensive terms of reference provided by VLIR-UOS acted as a guiding principle for the evaluation commission. The basic information for the evaluation commission were the self-assessment documents for each of the projects as well as the self assessment of the overall programme by the Northern as well as by the Southern management team. The information of the self-assessments on results and achievements was completed by analysis of programme and project documents (annual plans, programme proposals, reports) and through interviews and field visits.

The evaluation commission would like to express its appreciation to all of the individuals involved in this evaluation. We would like to thank them for their openness and for sharing their ideas and remarks.

This report represents the views of the members of the evaluation commission. It does not necessarily reflect the opinions of the VLIR-UOS. The evaluation commission bears the sole responsibility for the report in terms of content, as well as its structure.

## 2 Introduction

### 2.1 VLIR-IUC programme<sup>1</sup>

The Vlaamse interuniversitaire Raad (VLIR) is the Flemish Inter-University Council and was established in 1976 to improve mutual understanding and cooperation amongst the universities of Flanders. Within VLIR, the VLIR-UOS has been established as a separate and largely independent department responsible for the management of funds for university cooperation for development. The overall goal of the VLIR-IUC programme is 'empowering the South university as an institution to better fulfil its role as development actor in society. This is consistent with the VLIR-UOS logo which is "sharing minds, changing lives". The notions of sustainability and impact are key components of the IUC programme of VLIR. The following can be considered as the main features of the VLIR-IUC partner programma:

- Long term collaboration with a limited number of selected universities geared towards institutional development
- Well elaborated phase-in, phase-out and ex-post partner programme opportunities
- Financing and facilitation of cooperation (partnership); not budgeted support.
- Content based on match between the priorities of the partner university and the interest and expertise offered by Flemish counterparts
- Demand initiated leading to a joint programme based on partnership.
- Two successive five-year partner programmes with an earmarked overall budget of voer € 6.000.000
- Average annual budget of €745.000, of which some €650.000 is operational.
- Seven years full budget thereafter declining gradually in years 8,9 and 10 to 85%, 75% and 50% respectively
- Extensive post-partner programme support facilities
- The creation of North-South and (North-) South-South networks
- Overall duration: about 17 years, of which 10 years earmarked partner programme funding.

The Programme is managed through different management layers, the Joint Steering Committee Meetings (JSCM) which are responsible for the design, planning and overall coordination of the activity programme, monitoring and evaluation, tracking progress and review. The two Coordinators (North and South) are the effective leaders, responsible for the overall management and issues such as programme coherence and sustainability and they convene one or more annual meetings of all stakeholders. The local Project Leaders are expected with support of the Northern project leaders to provide academic project leadership at the local level. The local coordinator is supported by a programme manager, while the Belgian coordinator gets administrative support from the Institutional Coordinator for development cooperation of his university (ICOS). The team of coordinators, programme manager and ICOS form the programme Support Unit (PSU).

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<sup>1</sup> For more detailed information see: Sinclair Mantell, et al (2011). Redesigning and repositioning of the Institutional University Cooperation Programme in the framework of a country strategy approach. IUC Review – Policy Advisory Document. Brussels: VLIR-UOS.

## 2.2 The University of the Western Cape, South Africa

The South African National Plan for Higher Education (2002) designates the University of the Western Cape (UWC) as one of the country's twenty four university level institutions. The mission of the university is to address the social consequences of the past by ensuring that its governance, admission policies, courses and programmes of study, and teaching and learning respond to the wider national needs and the immediate needs of those people who have suffered decades of discrimination and intellectual and material impoverishment. Of particular concern too is the need to improve the immediate physical environment of all students.

The UWC is located in the greater Cape Town metropolitan area and was founded as a university college of the University of South Africa in 1959 to serve the needs of people classified 'Coloured' under the apartheid legislation of the time. In 1983 it achieved full university status and especially since 1994 it has been able to take a full and equal place in the community of South African universities. The UWC offers programmes in the Arts, Natural Sciences, Law, Education, Economic and Management Science.

## 2.3 UWC-IUC

At an institutional level UWC's Mission is embodied in 'The Dynamics of Building a Better Society' (DBBS) framework which was instituted in response to the need for an Institutional Operational Plan required by all institutions affected by mergers or incorporations. These plans were introduced in 2002/3 to complement the financial recovery plan. DBBS provides an overarching whole institution policy, strategic and implementation framework within which cross-university projects are encompassed. The VLIR-UOS programme falls within it. During phase one of the IUC, UWC has developed eight 7 projects projects. Two projects were divided in two subprojects:

Project 1: Policy Management, Governance and Poverty Alleviation in the Western Cape Province

Project 2: Youth Wellness in Community Development

Project 3: Addressing the Direct and Indirect Impact of HIV/Aids on Pre and School-going Children in South Africa

Project 4: Sustainable Utilisation of Subterranean Water Resources for the Improvement of the Quality of Life

Project 5: Culture, Language and Identity

Project 6A: Student Development and Quality of Campus Life

Project 6B: Postgraduate and Information and Communication Technology (ICT)

Project 7A: Coordination and Management Programme Support Unit

Project 7B: Academic Programme Support Unit

The phase II programme was mainly characterized by the establishment of five research centers of excellence within their respective faculties. These research centres are university strategic interventions funded mainly by university resources as UWC supported the establishment of these centres by the appointment of professors. The IUC Phase II programme aligned to support these interventions.

Besides the establishment of the research centres, the different projects were narrowed down to well-defined topics. One of the critics on Phase I was the broad scope of the projects. By well defining the

scope of the projects, output and impact increased (see below) (recommendation mid-term evaluation). The project in phase II were described as:

Project 1: African Centre for Citizenship

Project 2: Sports Sciences for Development

Project 3: Transforming Health & Education Policies & Systems for Improved HIV Prevention & Care

Project 4: Institute for Water Studies

Project 5: Multilingualism & Cities in Transition

Project 6: Student leadership Development & Quality of Campus life

Project 7: PSU

Project 8: Research Fund

Project 9: Information and communication technology.

Comparing both phases, we can conclude that only one real 'project' was added to second phase (Research Fund). Project 9 (ICT) was a smaller project in phase II and was in phase I defined as 6B.

# 3 Evaluation Methodology

## 3.1 Terms of Reference of the Evaluation

The final evaluation is meant to generate conclusions that will allow: (p.9 ToR Final Evaluation)

1. VLIR-UOS to measure the actual results of the IUC programme;
2. the formulation of recommendations for on-going and future IUC programmes in terms of the content and management of the programme, including the overall policy framework;
3. the identification of strengths and weaknesses of each specific IUC collaboration in particular;
4. VLIR-UOS to identify departments and/or research groups that have received substantial support from the IUC programme in Phase II and thus can present proposals for the post IUC programme tools;
5. the formulation of recommendations to all stakeholders in terms of the follow up plan that has been elaborated by the Northern and Southern project leaders;

### Scope of the evaluation:

The evaluation should cast the light on the following issues:

- a. the present implementation of the programme

evaluating the **global state of implementation** of the programme, both at the level of the overall programme and the constituent projects;

evaluating whether the **activities**, per project, have generated **the intermediate results**, meeting the **objectives**, that had been defined by the actors involved, within the given timeframe and with the given means, articulated in the logframe;

- b. the nature of the programme

evaluating the **quality, efficiency, efficacy, impact, development relevance** and **sustainability** of the programme in the light of the overall goal of the IUC Programme, being institutional capacity building of the local university, as situated in the context of the needs of the local society;

- c. the position of the IUC programme within the international cooperation activities of the partner university (benchmarking) evaluating the **added value of the IUC Programme** for the partner university, in comparison to other on-going donor cooperation programmes;

- d. evaluating the **management** of the programme, both in Flanders and locally, and formulating, if necessary, recommendations for improvement;

- e. evaluating the **cooperation** between all parties involved, and formulating, if necessary, recommendations for improvement

- f. Evaluating the follow-up plan of the programme in view of achieving sustainability as an institution and as involved research groups, but also assessing hereby the embedment and impact of the university on development processes in the surrounding community, province and eventually in the country



## 3.2 Evaluation methodology

Input into the evaluation was provided through :

1. an analysis of *documents* (desk study) by the evaluation commission,
  - a. programme documents (reports)
  - b. self-assessment reports which will be available prior to the mission of the evaluation commission;
2. *focused interviews* of the evaluation commission with various stakeholders;
3. *visits* of the evaluation commission to the relevant facilities of the partner university and the site of development projects with a link to the IUC programme.
4. an evaluation *mission* to the partner country

A five-point evaluation scale is used, both when judging the results in general terms, and when evaluating the performance of the projects and the programme as a whole in terms of the qualitative criteria.

The scale is as follows:

- 1 = (very) poor
- 2 = insufficient/low
- 3 = sufficient
- 4 = good/high
- 5 = excellent/very high.

The evaluation focused on eight areas of key (programme/project) results areas (KRAs), each one specified in terms of its corresponding set of indicators. Where possible, both quantitative and full descriptive data is obtained and used as a basis for evaluation.

Key result areas and some qualitative criteria are provided by the Northern and Southern stakeholders through self-assessment formats and will be at the disposal of the evaluation committee. The evaluation committee conducted the interviews based on the results of both the desk study and the self-assessment reports. The results of the self-assessment reports are integrated and – based on the interviews and own findings – commented.

## 3.3 Structure of the Evaluation Report

The structure of this report is maybe a little different from others in the sense that we start with the main conclusions and the main recommendations for the current programme and future IUC-programmes (can be compared to an extended executive summary). Evidence for the conclusions and recommendation can be found in the other parts of the document. We paid in the report much attention to the evaluation of the programme on institutional level, since the UWC-IUC programme is an institutional cooperation. The conclusions and recommendation are continued by an analysis of the cooperation on Institutional level. The individual project evaluations are presented after the institutional evaluation.

# 4 Main Conclusions & recommendations

## 4.1 Main Conclusions

1. In general the cooperation between UWC and VLIR-IUC is evaluated as very successful on all criteria: development relevance, effectiveness, efficiency, sustainability and change/impact.
2. The DBBS-programma demonstrated that a strong vision combined with a strong and result oriented management is a key factor to success. The decision to appoint the deans as project leaders was a crucial component for the multidisciplinary approach and for increasing the research capacity and research opportunities at UWC.
3. The timing of the start of the DBBS-programme in phase 1 was vital. The DBBS-program was/is used by the management of UWC and also by individual project leaders as leverage to promote UWC and other project research.
4. Although the direct impact of the programme is difficult to analyse, it is very clear that the programme functioned as a catalyst for different initiatives within each of the projects and research centres.
5. The establishment of 5 research centres was one of the main objectives of this programme during phase II. Four out of five research centres can be considered as sustainable.
6. The DBBS programme was also a catalyst to transform UWC from a mainly teaching university to a research based university. This transformation is irreversible. Individual academics showed a great interest and commitment to research based education. They apply this research oriented attitude in their courses and daily academic practises. In this sense sustainability is ensured.
7. Within the DBBS-programme a unique experiment with post-doc scholarships was developed. Besides the discussions with VLIR/DGD whether this should be part of development cooperation, the evaluation is very positive as it had an impact on the sustainability of the research centres. Unfortunately the post-doc experiment was limited to two years.
8. A lot of staff members benefited from the scholarship programmes within each of the projects. A total of 54 academics graduated during the two phases (31 PhD's and 19 Masters) and 8 are in their final phase of graduation. Some of these scholars are having leading positions within their faculty as a result of the DBBS-programme.
9. One of the negative aspects of the cooperation was the lack of a joint PhD-framework between UWC and Flemish universities. As a consequence, most of the PhD- students graduated exclusively at UWC. Although there are good examples of co-supervision, the incentive to cooperate in PhD-supervision was absent.
10. A lot of peer reviewed publications were produced (in all projects), but it was not always possible to detect the quality of the publications due to poor reporting (see below).
11. The prestigious DBBS scholarships were not evaluated as prestigious, as was announced at the beginning of the programme. The scholarship fee was, compared to other scholarships, far too low. It helped some students, especially those without family obligations, but it was far from sufficient for others. As a consequence, it was not always possible to recruit South African scholars and in some projects it turned out that most of the scholars were non-South Africans.
12. One of the very positive aspects of the DBBS-programme (and IUC in general) was the 10-year duration of the programme. Taking into account the many responsibilities of most of the

academics, the nature of academic work and the exchange of different cultural values and attitudes, a long term cooperation creates an environment (and time) to develop gradually the capacity to deliver results.

13. The programme took into account the diverse cultural and financial background of the students by sustaining the mentorship programme of UWC. The programme had no negative impact on the profile of enrollment of students. This is a very important conclusion since UWC succeeded in attracting the same type of students during the upgrade of the university. UWC is still paying a lot of attention to attract students regardless of their cultural or financial background.
14. The programme was a catalyst in developing international relations among academics and scholars worldwide (and not only between South Africa & Belgium).
15. Most of the projects had an impact on society through delivering advice, participating in workshops, meetings, organizing symposiums, distributing information into communities and organization or to collect data and communicate results.
16. The administrative procedures are considered as the most negative element of the cooperation. This remark was reported by all South African project leaders. The reporting to VLIR secretariat was considered as poor.
17. During the first phase a multidisciplinary approach was applied. The consequence of this approach was the lack of a narrow scope and a lack of visible academic output. This problem was identified very well and all projects made a switch to a more focused research agenda, which resulted in a less developed multidisciplinary approach.

## 4.2 Main Recommendations for current programme

We formulated three main recommendations to maximize sustainability of the UWC-IUC programme:

1/ It should be taken into consideration to appoint temporarily (2 year) post-doc scholarships to each of the institutes. The main responsibility of these post-doc scholarships should be writing proposals and attracting external funding. Most of the academics at the institutes have a lot of responsibilities. A post-doc scholarship can take new initiatives and make the existing institutes even more visible. This is a common practise within most of the academic research communities worldwide.

2/ The institute of Water Studies consists of outstanding academics but is suffering from some coordination problems. A consensus should be found to stimulate cooperation between different outstanding academics and to develop a common strategy for the institute. A helpful instrument for developing the IWS is to create a post-doc scholarship with the following main responsibilities: writing research proposals and attracting external funding.

3/ Taking into account the involvement, engagement, strong leadership, vision and strategic planning of the management of UWC, UWC should take up leadership and involvement in other IUC-programmes in Africa and other regions. According to the evaluation commission UWC should be part of other VLIR-UOS initiatives as a (network) partner

### 4.3 Main recommendations for future IUC-programmes.

The main recommendations for future IUC-programmes are not directly related to the DBSS programme. They are a result of our evaluation activities and meant to improve current and future IUC-programmes.

1. Strong leadership, vision and strong strategic management are vital components of successful and sustainable implementation of programme. UWC can be considered as a good practice example.
2. The equivalence problem of degrees is a main issue as well as the lack of a joint PhD-programme. This is essential to create a real partnership between academics of both sides.
3. The real added value of the IUC-programme is the long term approach. Such a long term approach is the only effective way to cooperate within an academic context and with the financial constraints as developed by DGD.
4. The logical framework and the PCM approach are not always applied, as it should be. Often activities are formulated as results. Monitoring of results should be incorporated more systematically. Simplified and digitalized formats can be very helpful. For example: PhD output should be collected systematically as well as publication output. By digitalized registration in for example a central VLIR database, results can be monitored automatically and compared to other programmes and projects. One of the main issues into the current programme is that a reliable reporting on PhD and publication output is not available. Partners should be aware that this is vital and a necessary component of the programme.
5. According to most of the involved project members, the administrative procedures and reporting formats should be simplified. The current formats are considered as time consuming and discouraging. On the other hand, it is clear that reporting was not done efficiently in all of the cases (projects).
6. The idea of research fund (project 8) projects is basically very good. Research projects could be designed in the course of the implementation of the programme. In the UWC-programme not much information was available on the research fund. The research fund was mainly used for the Post-doc pilot (see project 8) and to sustain the newly created institutes. Since most of the means of the research funds were sustaining existing projects (1 to 5) it should be better to include the research funds into the rationale of the different projects. Creating a structure (different project) besides the existing one is complicating the programme structure and makes it less transparent.
7. The experiment with the post-doc scholarships should be expanded to other programmes, especially those executed at universities in MIC-countries. Within a globalized and international context, a post-doc mandate is a vital step in an academic career. A post-doc researcher can take responsibilities which can not be done by a PhD student. For example a post-doc can write research proposals and attract extra funding. From sustainability point of view, investing in a post-doc scholarship is a necessary step.
8. One of the shortcomings of the current concept of development cooperation is that only people having the nationality of a "south" country can apply for PhD or post-doc positions within the programme. A system should be created where joint Ph.D and or post-doc (one Belgian or European/ one south) programs can be executed. In a globalized academic world exchange of knowledge between researchers of the South and North can make a difference. Common research projects are only one but important example. Joint PhD-research projects maximize longterm cooperation. PhD and post-doc research is for most academics the most important

time in their research life and lays the foundation of their academic future. As a consequence we can expect that joint PhD and/or post-doc programmes create lifelong cooperation between academics in the South and at Flemish universities. Such a system would create lifelong partnerships between academics and generate a huge impact on both sides of the world. It remains to be seen whether this must be developed within VLIR-UOS/DGD-programmes or whether some synergy with FWO or BELSPO can be developed to sustain joint South-North PhD or post-doc scholarships.

## 5 Evaluation of the programme as a whole

The main reason why we present at the beginning of the report the evaluation of the program as whole is because the VLIR-program is an institutional cooperation. The main focus of an institutional cooperation is creating dynamics – through various programs – at institutional level. The criteria used for this part of the evaluation are: Effectiveness, Efficiency, Developmental relevance, Change/Impact and Sustainability. We use the different scores of the different projects only as starting point.

The scale is as follows:

- 1 = (very) poor
- 2 = insufficient/low
- 3 = sufficient
- 4 = good/high
- 5 = excellent/very high.

Project 1: African Centre for Citizenship

Project 2: Sports Sciences for Development

Project 3: Transforming Health & Education Policies & Systems for Improved HIV Prevention & Care

Project 4: Institute for Water Studies

Project 5: Multilingualism & Cities in Transition

Project 6: Student leadership Development & Quality of Campus life

Project 7: PSU

Project 8: Research Fund

Project 9: Information and communication technology.

Important remark:

The evaluation commission was only able to assign scores to project 1 to 5. Project 6 was not a real partnership programme since there was no Flemish team and the main contribution of the programme was financing an existing mentorship programme. Project 7 was the Programme Support Unit and has no academic project objectives. As described in this document, project 8 tried to stimulate a competitive research attitude amongst academics involved in projects 1-5. In fact, the funds of the project 8 contributed to the results of project 1-5 and as a consequence evaluated within the context of these projects. As an exception within the DBBS-programme, project 9 lasted only 2 years. It would make no sense to evaluate project 9 on the same criteria as the other projects.

## 5.1 Effectiveness

Scores of Different Projects								
P1	P2	P3	P4	P5	P6	P7	P8	P9
4	4	4	3	4	-	-	-	-

The program title - 'Dynamics of Building a Better Society (DBBS)'- speaks for itself. The ultimate goal of the program was to generate societal change. The DBBS program assisted UWC to transform the university from a 'historically disadvantaged university' to an 'engaged university' based on academic excellence and taking into account the complex background of the student population. The overall academic objective of the programme was linked to the strategic plan of the UWC: "Establish UWC as a higher education institution of postgraduate research excellence in relation to policy implementation and service delivery towards building an equitable and dynamic South African society". The overall developmental objective is of course closely related to the academic objective, namely "Contribute through relevant and cutting-edge research to 'dynamics of building a better society'".

These objectives and strategy imply different sometimes conflicting goals:

- 1/ Transformation of a teaching university to a research oriented university as a basis for teaching practices.
- 2/ Attracting talented students regardless of their financial resources or cultural background.
- 3/ Creating impact on society/change in society through academic excellence

In order to assess the effectiveness of the IUC-UWC program with reference to its title (DBBS), goal, overall academic and developmental objectives, this evaluation looked at the following process indicators:

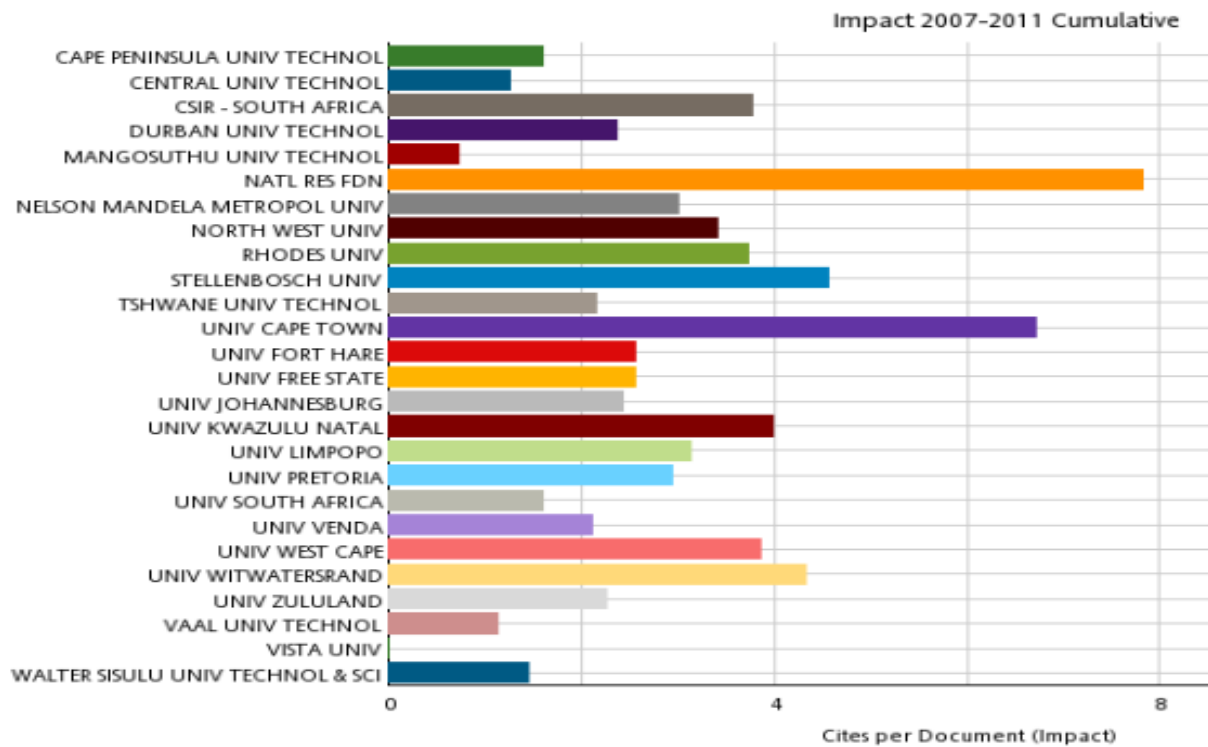
- A. Transformation
- B. Diversity of student population
- C. Creating impact on society

### A. Transformation

UWC transformed since the launch of the DBBS programme from a predominately teaching university to an excellent research and post-graduate institute with outstanding publication records. At the end of nineties UWC was a university at the bottom of ranking. In 2010 it was classified as one to the top universities in the middle segment. This evolution is proven for the sciences departments. It is very difficult to show the same trend for the humanities (the focus of the DBBS-programme) since there is no comparable ranking available.

In table 1 the research impact (citations per document) is presented<sup>2</sup>. UWC is ranked 5<sup>th</sup> after UCT, SU, WITS, UKZN (excl NRF). This table is the outstanding proof that UWC realized an incredible transformation from a mainly teaching university to research based academic university with a high academic impact.

**Table 1. Research impact: citations per document**



Source: UWC

Although these figures apply to the sciences departments and not to the humanities, the effect of DBBS programme may not be underestimated because of the following three reasons:

1. The VLIR-UOS IUC programme came in at a moment that a new leadership was appointed and UWC faced enormous financial problems. The programme was used by the new leadership as a leverage for other funding and support for UWC.
2. Through the appointment of the new leadership at the central level and at the faculty level and because of the decision to appoint the deans of the faculties as project leaders, a leadership team was formed. The deans had the opportunities through the DBBS programme to know each other and to work together on a common objective. The impact goes far beyond the scope of the programme.
3. The multidisciplinary approach of the DBBS – programme (especially in phase I) enforced the above mentioned processes dramatically.

<sup>2</sup> Impact is the average number of citations received per paper/journal article. More broadly, impact is the degree to which a collection of papers from a particular institution influences research as measured by citation activity.



Briefly: the timing of the DBBS program was perfect to generate a maximum impact not only on programme level but also on other UWC-projects. The DBBS-programme together with other strategies and projects transformed UWC to an academic research institute.

Of course the most important determining factors were the leadership quality and the academic quality of UWC on central level as well at the level of the different faculties.

There is consensus among the academics in the different departments that the transformation to a research oriented teaching practice became a fact and that it is irreversible.

The numerous PhD and Msc. scholarships which ended in successful degrees, also among staff members, created a culture of research (although at this point the programme management was not able to provide clear and unambiguous figures). This culture and enthusiasm will be shared with future students. In that sense the transformation is sustainable. One interesting initiative in that respect was to regularly publish a E-newsletter explaining the academic profile of selected researchers.

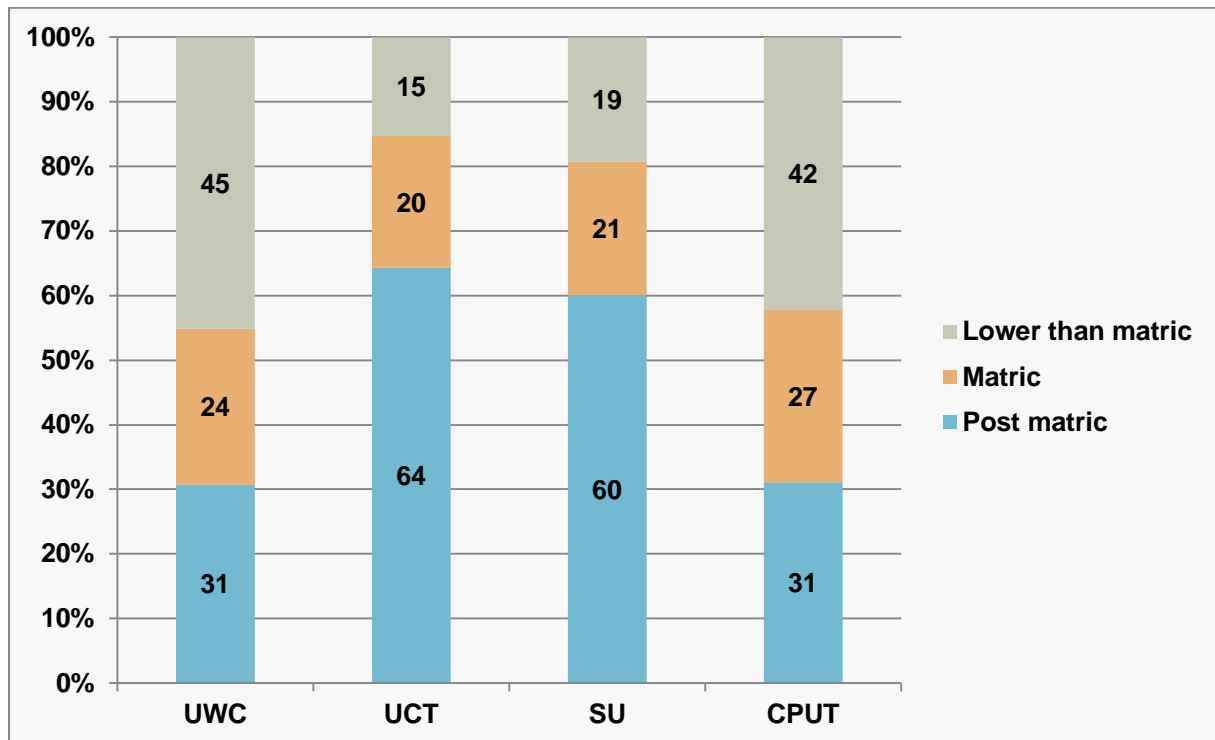
One of the main issues during the second phase of the 10-year program was to delimit the broad multidisciplinary approach of the first phase. It was clearly analysed in the mid-term internal and external evaluation that the scope of the first phase was too broad. The second phase was focused on specific research topics and the establishment of centres. The disadvantage of narrowing down the research agenda is of course a reduction of the multidisciplinary approach. This is a tendency which can be identified worldwide and which is typical when academics want to publish within a particular research domain.

The experiment (pilot) with the Post-Doc scholarship lead to a higher effectiveness of the programme due to the fact that post-doc scholars were able to write their own research proposals and can attract extra funding (see more efficiency).

## **B. Diversity of Student Population**

In spite of the transformation of UWC, the university never lost its involvement towards vulnerable students. There is a strong direct impact of the education level of parents (and more in particular the mother) on the passing rates of students on all levels in their education career. Most vulnerable students have very often parents with a low education level. UWC has never denied its commitment for this type of students. Even today more than 70% of the students have parents which do not have any post school qualification (see table 2)

**Table 2. The parents of 69% of UWC 2010 graduates (UG) do not have any post school qualifications, 45% do not have matric<sup>3</sup>**



Source: UWC

Table 3 can be read together with table 2 the correlation between the tables is very high and is a confirmation of the vulnerability of the UWC student population

<sup>3</sup> Matriculation (usually shortened to "matric") is a term commonly used to refer to the final year of high school and the qualification received on graduating from high school. Strictly speaking matriculation refers to the minimum university entrance requirements.

**Table 3. 78% of UWC 2010 UG graduates entered the university with a Science matric mark below 60%**

(CPUT: 77%; UCT:19.3%; SU: 30%)

Symbol achieved in Matric	CPUT	UCT	SU	UWC
	%	%	%	%
<b>A (80-100%)</b>	1.9	34.6	25.7	1.7
<b>B (70-79%)</b>	5.3	23.1	20.2	4.6
<b>C (60-69%)</b>	15.7	23.0	24.2	15.4
<b>D (50-59%)</b>	27.1	12.5	19.9	<b>28.8</b>
<b>E-H (0-46%)</b>	50.0	6.8	9.9	<b>49.5</b>
<b>Total</b>	100	100	100	100

Source: UWC

UWC is paying a lot of attention to build capacities of their student and is sustaining these students in different projects and programmes. One of these programmes was facilitated by the DBBS programme (project 6): mentorship and leadership programmes. This is very unique project based on UWC experience and engagement.

### **C. Creating impact on Society**

One of the huge challenges of universities with a focus on research is to make linkages with the broader society. This mission is even more important for UWC, taking into account its history, its missions and strategy.

Within the different projects two types of linkages could be identified:

1/ a focus on academic excellence and using this excellence for creating influence in society by delivering advise, developing policy proposals, influence on media,...

2/ a focus on community work and a enormous engagement in society (through NGO's, communities, organizations,...) f.e. project 2 where the established institute is working in the communities to promote sport as unifying and mobilizing factor.

The focus of the DBBS programme was on research and academic excellence, although all projects tried to generate impact on society. The impact on society was rather an indirect consequence than a real objective.

Briefly, From effectiveness point of view, the DBBS programme was successful, as well as the individual projects (see project evaluations below).

### 5.1.1 Efficiency

Scores of Different Projects								
P1	P2	P3	P4	P5	P6	P7	P8	P9
4	3	4	4	4	-	-	-	-

The return on investment is high. The yearly budget per project was about €62.500. Compared to other (international) university projects this is not an enormous budget. The output seems to be impressive with the creation of sustainable research centres and a lot of upgraded staff members. A total of 54 academics graduated during the two phases (31 PhD's and 19 Masters) and 8 are in their final phase of graduation. The success rate of the scholarship program is 63%. Some of these scholars are having leading positions within their faculty as a result of the DBBS-programme.

On the other hand it was not possible to identify the exact numbers of publications, due to an unclear reporting system.

The advantage of a long term institutional cooperation is the certainty and stability of the cooperation and as a consequence the realization of a long term goal (centres, PhD's,...)

In the second phase of the programme the choice was made to establish institutes. Some of these institutes can be considered as virtual institutes (a compilation of different academics of different departments working partly together within the framework of the institute on specific projects). Other institutes are grouping different academics physically in one office building.

The establishment of successful institutes is dependent of some vital elements:

1/ Key persons of such new centre/institute have to be exempt from other academic task and should have the possibility to focus full time on the development of the institute.

2/ Academics who are belonging to such an institute (virtual as well as fysicaly) should execute their research in name of the institute to create visibility.

Another important issue in the execution of the programme was the comparative (in local and international perspective) low PhD-scholarship fee. It caused some unforeseen consequences. All projects suffered from attracting South African academics. For some projects it turned out that they had to look for non-South Africans (Zimbabwe, Mozambique,...) to take up a scholarship. The 'prestigious' scholarships, as announced at the beginning of the programme, where not perceived by the students as prestigious.

The Post-Doc experiment in this programme was evaluated as very successful by the project leaders as well as by the evaluators. The added value and the need to involve post-doc scholars is recognized worldwide. A post-doc scholarship is very often a necessary condition for professorship. Within the framework of development cooperation this argument should be taken into consideration. Besides that, temporary post-doc scholarships can speed up academic processes like the development of newly established institutes: they can write research proposal, try to find extra funding, do supervision and teaching. This can generate a new dynamic at institutes/centres.

Within the DBBS-programme there was a discussion whether this Ph.D scholarships could be assigned to Europeans or not. The point of view of the project leaders was that assigning Europeans or others (as long as the best candidate could have the job) is necessary to ensure capacity building. This opinion was refused by VLIRUOS/DGD, since development cooperation budget can not be used to pay European personnel. There is no doubt about the value of double/joint post-doc mandates and/or PhD scholarships (Non-European / European). In a globalized academic world exchange of knowledge between researchers of the South and North can make a difference. Common research projects are only one but important example. Joint PhD-research projects maximize longterm cooperation. PhD and post-doc research is for most academics the most important time in their research life and lays the foundation of their academic future. As a consequence we can expect that joint PhD and/or post-doc programmes create lifelong cooperation between academics in the South and at Flemish universities. Such a system would create lifelong partnerships between academics and generate a huge impact on both sides of the world. It remains to be seen whether this must be developed within VLIR-UOS/DGD-programmes or whether some synergy with FWO or BELSPO can be developed to sustain joint South-North PhD or post-doc scholarships.

At the beginning of the programme UWC decided not to work with the so called 'Sandwich' system. As a consequence, Msc- and PhD-students did not spend long periods (f.e 4 months/year) in Belgium. The reasoning behind this decision was that by reducing travel and scholarship costs, more students would be able to benefit from a scholarship. Another argument was that a lot of staff member involved in the scholarship programmes had families to take care of. So longer periods abroad would have been difficult for them.

Within the framework of the DBBS programme a joint Ph.D degree could not be developed. South African legal regulations were an obstructing factor, since joint degrees are only counted partially as output. South African Universities are partially financed on output indicators (f.e. number of PhD's). As a consequence, joint degrees are decreasing factor in the revenues of the university. The lack of joint Ph.D programme decreased the chance on a real partnership. Although there are very nice and good examples of successful co-supervision, the main incentives for real partnership were absent. Also in Flanders, academics and universities are funded according to output indicators. It means that academics have to act very goal-oriented. A joint degree can create a professional incentive for Flemish academics to be involved in a professional way in supervision activities. In this sense, the PhD institutional framework was not successful for creating real partnership with regard to the PhD-scholarships.

The administrative and reporting procedures were evaluated as unnecessary gear. All people involved expressed the opinion of disapproval about the procedures. One explanation for this criticism is that the programme budget was divided in 9 projects with comparatively low budgets. Of course the reporting formats for smaller projects are the same as for larger projects.

Maybe as a consequence of this rather negative attitude towards the administration emanating from VLIR-UOS, the compulsory reporting on the results of the projects was rather poor. It was for the

evaluation team not possible to identify the exact number of successful scholarships and the reported number of international peer reviewed articles seemed not to be very reliable (f.e. publication of poems were reported as international peer reviewed publications).

On the other hand, the programme itself was executed very efficiently on South African side as well as on the Flemish side. Both partners (UGent and UWC) expressed the opinion of very good and close cooperation on Programme level. The efficiency is also expressed by the high degree of budget depletion.

### 5.1.2 Development Relevance

Scores of Different Projects								
P1	P2	P3	P4	P5	P6	P7	P8	P9
4	4	5	4	4	-	-	-	-

The overall developmental objective of DBBS-programme : “Contribute through relevant and cutting-edge research to ‘dynamics of building a better society’.

Taking into account the historical background of UWC, the development relevance of the DBBS programme is obvious from different point of views:

- 1/ impact on society and politics through excellent engaged research
- 2/ to sustain vulnerable students by mentorship programs and student leadership programmes.

Nonetheless, there will be always an area of tension between academic excellence and societal engagement and impact.

As mentioned under the heading of effectiveness the main shift made during this programme was the transformation to an academic research institute, which would form the basis to have impact on society. There are two trends/tendencies to have an impact on society :

- 1/ taking excellent research as basis to communicate research results to a broader audience (advise politicians, citizens,....) = popularization of research results
- 2/ or active participation in communities, organization starting from a engagement.

Anyhow, all projects within the DBBS programme had a turnover to society. We list some examples:

- 1/ Conference & media coverage for impact of big sports events on society
- 2/ informing farmers how to use in a more sustainable way water
- 3/ cooperation between different universities & local government to develop campus area with the area of city development
- 4/ Informing communities/schools about HIV/AIDS related issues
- 5/ the effect the mentorship programme and leadership programme for individual students and their families.
- 6/ The organization of field surveys to identify the needs and priorities of vulnerable people leaving in specific communities.
- 7/ Delivering advices on the implementation of new ICT-tools to policy makers.

It is important to mention, that the evaluation made very clear that all involved academics in the DBBS programme on both sides (UWC & Flemish partners) were totally engaged in the concept of 'Building a better society' through their research. In that sense, the culture and the vision of the programme was supported by all involved partners and individual academics.

### 5.1.3 Quality

Scores of Different Projects								
P1	P2	P3	P4	P5	P6	P7	P8	P9
4	4	4	4	4	-	-	-	-

The quality of the output of the programme as a whole is very high:

- a lot of international peer reviewed publications and
- a lot of Ph.D and MA-students (a total of 54, success rate of 63%) finished their programme successfully and
- the establishment of 4 sustainable institutes/centres.

Although in general the output of the programme was very high, the evaluation commission has to express the weak reporting of the results, as mentioned before (no exact number of successful Ph.D scholarships & international peer reviewed articles). These reporting problems were confirmed by the VLIR-UOS-secretariat.

The adjustment of the programme in the second phase was justified and illustrated the professional vision and a realistic strategy. Narrowing down the scope of the projects was a necessary decision to guarantee sustainability.

### 5.1.4 Change/Impact & Sustainability

Scores of Different Projects								
P1	P2	P3	P4	P5	P6	P7	P8	P9
4	4	4	2	4	-	-	-	-

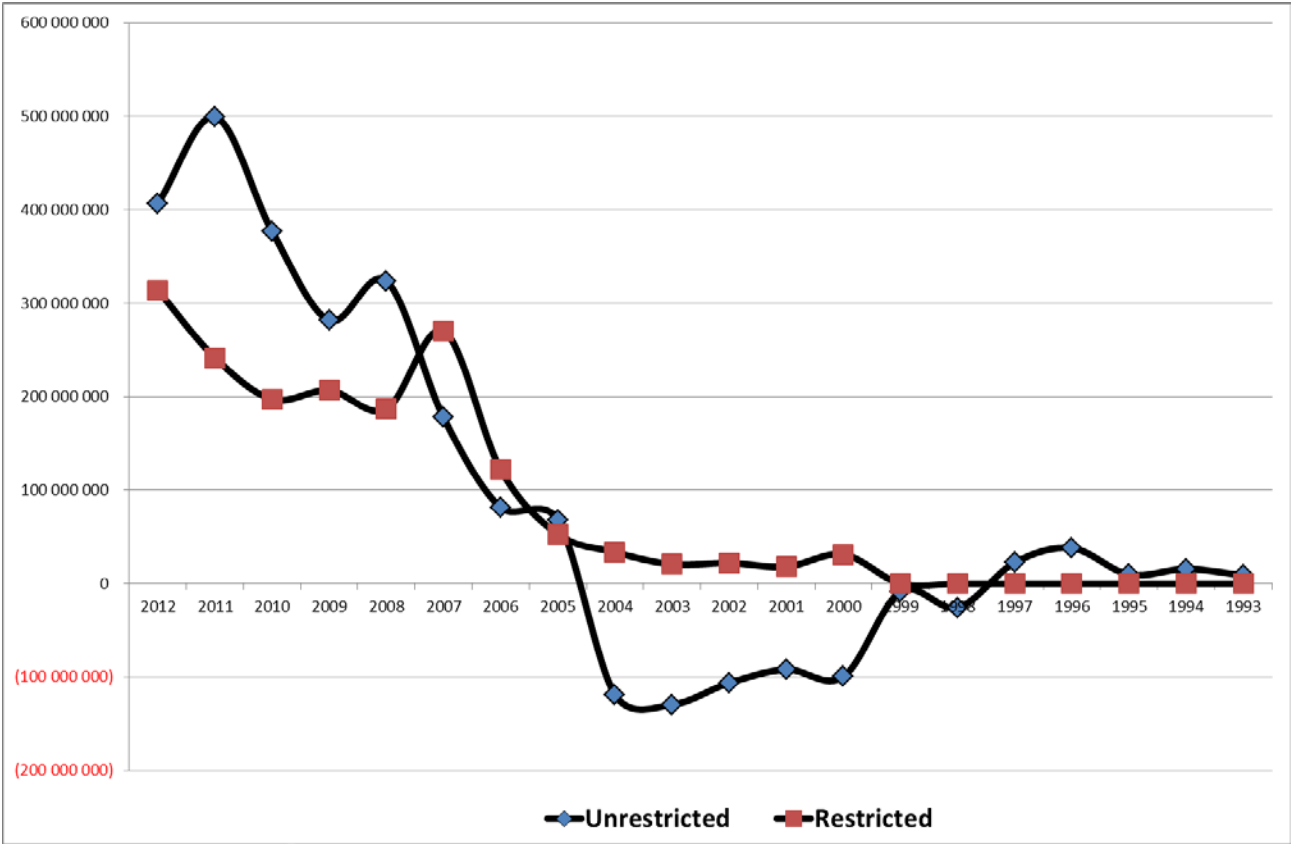
It is very difficult to analyse the real impact of the DBBS programme within the limited framework of this evaluation. To detect the real impact of the programme, all other potential variables and factors which could have been influencing the end-result should be included in the analyses.

Anyway, the academic objective of the programme is delivered. The transformation to a research based institute is made and seems to be irreversible. In other words, the academic objective is realised in a sustainable way.

The DBBS-programme started at a vital moment in the history of UWC. The programme was used as a leverage for other programmes and projects. As we see in table 4, UWC was almost bankrupt at the start of the programme. A new leadership at UWC grabbed the chance and used the DBBS programme as a steppingstone to execute their institutional vision and strategy. This is a very important

achievement of the DBBS programme. This change can also be identified in table 4. There is mix of means and it is growing. If UWC is able to keep their academics, the change will be sustainable.

**Table 4. Financial evolution of UWC from 1993 till 2012.**



Source: UWC

The emphasis on capacity building of staff members had an impact on the transformation. A lot of these staff members were able to participate in PhD and Msc scholarships. These types of activities, which are in the very nature of academic cooperation, have not only a huge individual impact, but generate also important institutional effects.

The inclusion of excellent academic staff members in the newly created institutes in the different projects is from many perspectives achieved. Most institutes have the ability do conduct their research independently from the DBBS programme. For one institute the sustainability is uncertain: the Institute of Water Studies (IWS) is suffering from internal disputes. An intervention from outside of the IWS will be necessary to find a solution.

The research projects executed within, the DBBS programme, are of excellent quality. A lot of research results are published in peer reviewed journals and the results are often popularized to a broader audience (see effectiveness).

Change and impact are of course realized on personnel level. Some of these individuals have been appointed in managing positions. Others have executive positions in the private or public sector. Also other African academics benefited from the DBBS-programme and are using their obtained knowledge in their home countries. They are functioning as a link between UWC and Southern Africa.

The DBBS programme was also catalyst in the internationalization of the UWC academic network, in North-South cooperation and as well as South-South cooperation.



## 6 Evaluation findings: Projects

### 6.1 Project 1. Citizenship and Democracy

The overall academic objective was 'to establish a research centre that will provide a focal point for research on citizenship, participation, development & democracy'. The overall developmental objective is 'through placing emphasis on networks and linkages with the public sector and civil society organizations the Centre will accentuate the UWC's objective of becoming an 'engaged university'.

In the framework of the above objectives the intermediate results that Project 1 sought to achieve were:

IR 1 Research: The generation of academic research on forms of governance, citizenship and participation, and how these affect socio-economic development and democracy

IR 2 Published research

IR 3: Masters and doctoral graduates

IR 4: A postgraduate curriculum in the area of citizenship, development & democracy

IR 5: Understanding how ICT can be of benefit of this area of research and how it can allow for innovation within the goals of this project.

IR6: Networks towards the Dynamics of building a better society.

This project sets out to assist understandings of why, the existence of democratic institutions notwithstanding, South Africa has struggled to address the pervasive poverty which exists amongst its citizens. More specifically, it aimed to understand why the new democracy did not appear to be providing an adequate voice to the poor. Where in the first phase of the project focus was on the administrative factors inhibiting effective service delivery, an upsurge of popular protest nation-wide prompted a rethink of the state-centric orientation of the project during its second phase. The shift towards a more citizen-centred orientation, led to the generation of research that is grounded in the community experiences of the urban poor.

The project's overall objective to establish a centre was very successful. ACCEDE (African Centre for Citizenship & Democracy) is a research centre dedicated to constructive but critical examination of questions of governance and development from a citizen-centred viewpoint, prioritising the role of grassroots organisations and movements in their quest for more inclusive, democratic policies. The Centre's research framework rests on defined research interests that are encapsulated in funded research programmes, as listed below. The overall research programme highlights service delivery as a mechanism for exploring the interface between government strategies and policies towards upliftment of the poor, as well as the normalisation of current systems of resource distribution at the level of local government.

## Assessment of KRAs

Key result areas	Indicators	Score
<b>KRA1: Research</b>	5 articles in international peer reviewed journals. 13 articles in national peer reviewed articles. 19 Chapters in books. 1 Book, 23 working & technical papers/popularising literature/articles in national journals,...	4
<b>KRA2: Teaching</b>	M.Phil. In Citizenship and Governance, Accede, School of Government is developed. Still ongoing discussions on Joint Masters degree between South Africa & Europe	4
<b>KRA3: extension and outreach</b>	8 Policy advice/papers, 1 consultancy contract	4
<b>KRA4: Management</b>	Accede established as research centre and as a research focus in the faculty operational plan 2010-2014	5
<b>KRA5: HRD</b>	4 PhD's finished and still 2 ongoing	4
<b>KRA6: Infrastructure</b>	Office, computers and furniture for Accede researchers and Ph.D students	4
<b>KRA7: Mobilization</b>	3 Ph.D scholarships (Ford Foundation) Two spin off projects: NFC programma & two-year grant from water research commission. British Social Sciences Research Council Also cooperation with: Harry Truman School of Public Affairs (USA), the Institute of Development Studies (UK) and the Department of Administration and Organisation Theory (Norway)	4
<b>Comments</b>	Good management structure, keeping cost of personnel under control (sustainable center)	

## Qualitative Evaluation

Criteria	Comment	Score
Effectiveness	The specific objective has been achieved very successfully	4
Efficiency	Limited resources, good output, modest and flexible office (good option to be flexible according to funding possibilities)	4
Development Relevance	Highly relevant, especially in building democratic institutions and values	4
Quality	High quality, attract outstanding researchers, in short period good reputation of the center Visibility in society (f.e. Citizen reportback. A Score Card Report)	4
Outcome Im-	Very important academic outcome (see KRA's) and centre is	4

pact	gaining importance with the visibility of their research outputs in society.	
Sustainability	The centre created a realistic management model. The centre will continue to function after ending the VLIR-program. Priority of the University management and the Faculty. Small permanent and dynamic staff is present to continue activities.  Staff is able to attract new research projects and funding	4

### Overall Assessment of Project

Project 1 can be considered as successful. The overall objectives are executed as planned. Accede has now developed as a credible research entity which is positioned to become a centre of excellence in the field of citizenship and democracy studies. In its initial configuration, and as a consequence of funding constraints, Accede Centre was conceived as a 'virtual centre' which would draw together researchers from both within and outside the University. With the progression of time it became evident that the Centre needed to progress beyond its role as a co-ordinator and clearing house for research on citizenship and democracy and to develop its own physical identity. This was achieved through the creation of a limited number of dedicated positions (a Director and a researcher's position split in two), and the establishment of an Accede office.

The targets set for research output were overly ambitious in that they did not fully anticipate the time needed to generate publishable research and the lags incurred in publishing peer-reviewed articles and books. A number of publications are due to come out after the end of the project. But still the publication results can be considered as very good.

It was assumed that more South African PhD candidates would complete their degrees. However it is evident that the demands of careers and the need to earn an income is such that only a small minority of South Africans appear to be able to devote time to fulltime PhD studies. This has significant implications for future research projects.

Whilst the Centre has benefited significantly from VLIR support, it is also clear that it could not have developed without access to additional funding, and here funding from the British Social Sciences Research Council and the Ford Foundation (amongst others) was crucial.

The establishment of Accede in the second phase has demonstrated how the development of a research niche can help to bring researchers, across disciplines, together and to build a critical mass of research. The development of a focal area also assists in generating funding and in building networks, since the latter is premised on group to group interaction. It is also demonstrated that such a Centre was able to develop quickly as a consequence of the energy, dedication and intellectual leadership of its Director. It is also evident that a research centre of this nature can play a vital role in the producing PhD graduates, a key goal of the University's strategic operational plan.

### Recommendations of Project

1. Collaboration with other centres in Flanders are possible, especially in the field of survey research and methodology.
2. The difficulties faced in establishing joint Masters degrees between a South African and Belgian (and other European) universities was not fully anticipated. Overcoming these constraints

has proven to be beyond the purview of the University of the Western Cape. This will continue to be a challenge until the issue is resolved at the national level in South Africa.

3. More attention will need to be paid to the recruitment and retention of South African PhD students and consideration will need to be given as to whether the scholarships provided are sufficient in the context where so many are seeking to find work and advance their careers.
4. The development of the Centre has also illustrated the fact that a dedicated research area can be developed provided it has sufficient institutional support, and in this the key to sustainability is the provision of core of permanent staff and dedicated space. Key to this process, and to the sustainability of the Centre, was the identification of Accede as a growth area within the Faculty Operational Plan and additional financial support provided from the Office of the Deputy Vice-Chancellor.

The partnership developed with Flemish universities, and other universities elsewhere, has provided a base for future research collaboration, staff/student exchanges and fund raising. Recent engagements with the Department for Development and Conflict Studies at the University of Ghent and the Institute for Development Policy and Management, University of Antwerp, have indicated a strong interest to continue collaborating with Accede post VLIR funding.

## 6.2 Project 2. Sports Sciences for Development

The overall objective was to “develop a centre of excellence in Sports Sciences for Development at UWC

The Sports Sciences Project ultimately had three prongs around which activities were organized: 1/ integrated research agenda; 2/ sports development programming and curricular; 3/ community service extension respectively.

The specific academic objective is ‘the development of a Sports Sciences for Development project with an integrated research agenda focusing on sports development as a lever for cultural capital in a developing societal context.

The specific developmental objective is ‘to develop a robust research enterprise focusing on how sports can be harnessed as a key element of social and cultural capital within a developing societal context. The objective is to unlock and articulate the potential of sport as a developmental tool.

In the framework of the above objectives the intermediate results that Project 2 sought to achieve were:

IR 1: Development of an integrated research agenda in sports sciences for development.

IR 2: Development of critical mass of academic capacity within CHS faculty in Sports Sciences Research and curricular activity through credible research programming and outputs.

IR 3: Understanding how ICT can be of benefit to this area of research and how it can allow for innovation within the goals of this project.

IR 4: Development of courses geared towards key competencies for sports coaches and programme deliverers focusing on youth sports programming.

Also in project 2 a more narrow focus was developed as a consequence of lessons learnt during phase one. In 2006 the Youth Wellness Project of the Dynamics of Building a Better Society Program hosted a highly successful conference “Unlocking the Potential of Youth Wellness through Sport”. This

conference identified the need for a sustained applied academic involvement in sports development. The conference themes and vision were carried forward in this Phase II proposal of consolidating that momentum derived from the conference into a sustainable centre of applied academic activity at UWC through the focus of a Sports Sciences for Development Project.

The Sports Sciences for Development Project has been building upon existing academic and service (sports admin) resources at UWC and harnessing those resources including others, to develop a focused research, academic and service platform wherein these three components will inform and strengthen each other. The impending Football World Cup in South Africa in 2010 had set a priority agenda on sports and sports development in South Africa and in sports becoming a critical lever for social and economic development. The project voiced some critical analyses about the potential negative impacts of such a mega-event on South African society. This created a unique opportunity for UWC to create a Sports Centre that will address these calls for foregrounding the role of sport in developing social and cultural capital.

There was already considerable expertise (in research, education, service to the public) in top level sport as well as in sport and development in Southern Africa but that expertise was scattered and could be organised more effectively. There was a need to initiate joint projects, to spread the research themes according to local expertise (involving other universities) in order to avoid overlap, and to direct and consolidate the expertise of UWC's recently acquired and emerging academic capacity. The Sports Sciences for Development Project team (s) had the intention to tackle these needs through the creation of a sport centre.

#### Assessment of KRAs

Key result areas	Indicators	Score
<b>KRA1: Research</b>	21 publications in international peer reviewed journals, 13 articles in national peer reviewed journals, 1 book & 1 book chapter, 3 conference papers.  <i>Remark: it is difficult to identify whether all these publications can be considered as a direct consequence of the project.</i>	4
<b>KRA2: Teaching</b>	A masters degree in Sport for Development was submitted and approved by all internal quality committees at the University of the Western Cape. However, the degree was not accredited by the South African Department of Higher Education as it was judged to have too many streams. The process of revising the submission is in its advanced stages and will be resubmitted in early 2014. The resubmission will focus on one academic area only.  A Postgraduate Diploma in Sport and Development was developed and implemented in 2014 by ICESSD. The programme serves a bridging course for students with limited sport and development background but an interest in sport and development as well as for professionals working in the field in government or civil society organisations who wish to build up their qualifications and obtain a postgraduate degree in the field.	3

	Twelve short course are also offered via ICESD	
<b>KRA3: extension and outreach</b>	Recommendation to FIFA regarding the outcomes of our conference on mega events.  A lot of initiatives were taken to involve society & ngo's in sports for development.	4
<b>KRA4: Management</b>	Establishment of a Sport Centre in 2009 (Interdisciplinary Centre of Excellence for Sport Sciences and Development, ICESD)	4
<b>KRA5: HRD</b>	15 Ph.D's finished during phase 1 & 2, 4 ongoing, 2 interrupted.  6 Msc. finished  <i>Remark: not all Ph.D degrees are for 100% financed by the DBBS program, but such co-financing schemes can be considered as positive</i>	4
<b>KRA6: Infrastructure</b>	<i>Significant investments were made in the acquisition of laboratory materials and equipment in the Biokinetics clinic and library books.</i>	4
<b>KRA7: Mobilization</b>	Two major International Conferences were hosted in in 2006 & 2008 and two publications emanated from the conferences. Conferences were financed by different stakeholders. The 1st one "Sport in Youth Wellness and Development" was funded by (VLIRUOS/DBBS), while the 2008 congress, "Sport mega events in context of development" was funded by (VLIRUOS/DBBS, NCDO & ICSSPE),  ICESD further hosted 2 International Sport and Development Conferences in 2010 and in 2011 funded by different international and local partners. 1st International Sport and Development Conference in December 2010 with 300 delegates from 19 countries. 2nd International Sport and Development Conference in December 2011 with 200 delegates from 33 countries	5

### Qualitative Evaluation

Criteria	Comment	Score
Effectiveness	Taking the KRA's as standard the overall and specific objective are reached (minor remark about sustainability)	4
Efficiency	The development of the Masters programme involved inputs from many international and national experts. The programme was approved by all the quality committees at UWC but failed to get HEQC accreditation mainly due to technical requirements. These	3

	<p>“technical requirements” were already attended to and the programme will be resubmitted for accreditation in the near future.</p> <p>The creation of the interdisciplinary research centre <b>ICESSD</b> was very successful and is known internationally. It consists of three important pillars. (community based work, research and teaching) the vision and direction are spelled out in the Centre’s Business plan and constitution.</p>	
Development Relevance	<p>The programme was highly relevant with the context of South African Society. Sports for development could/can reunite/sustain/reinforce(...) people with different cultural and medical background. The perseverance of the project leaders resulted in a good development outcome of the project, despite initial hesitations from DGD about the development relevance of the project.</p>	4
Quality	<p>High quality research output and uplifting of staff member. Transformation of undergraduate orientation towards research oriented approach. Services to society: conferences and community work sports for development</p>	4
Impact	<p>Impact on society of the programme was very difficult to measure but since ICESSD is working in and with communities some impact can be assumed. Impact of the conferences was enormous and had an international scope.</p>	4
Sustainability	<p>Direction of the center and accreditation of new development master are the main issues.</p> <p>But shift in minds from only teaching focus towards increased research oriented approach with output/publications, interdisciplinary approach.</p> <p>ICESSD is acting within a strong international academic context and has a very unique strategy.</p>	4

### Overall Assessment of Project

Project 2 was successful in realizing the overall objective the Establishment of a Sport Centre in 2009 (Interdisciplinary Centre of Excellence for Sport Sciences and Development, ICESSD). The Centre is internationally recognized and is able to attract international scholars from all over the world. It has a very unique approach which can be considered as very innovative within international context. ICESSD conducts multidisciplinary research and service programmes, training sport leaders through continuing education and participatory research opportunities. ICESSD pursues community outreach to provide performance enhancement services to emerging athletes and coaches from underserved communities. It offers professional development, coaching assistance, and help in liaising with federations and other organizations, furthering sport’s effectiveness in youth development and community work.

The centre has two main objectives: academic excellence and community outreach. Although the centre is able to attract extra external funding, one extra staff member of Post-doc level could create

more sustainable research capacity. There are also two visions about the direction of the future development of the centre. On the one hand there is a group of academics who want to focus on academic excellence and mainly on research and on the other hand there is the direction of focusing on delivering services to the broader community. The strength of ICESD is combining highly relevant community aspects and using the academic and research component to 'build a better society' through sports and development. It is advisable that the UWC management level, faculty level and centre level enter into close consultation to determine the scope of the centre and to allocate the necessary means to develop one of the two pillars or both.

A major achievement is the high number of staff and students who obtained Masters and PhD degrees through the VLIR programme (although the evaluation team was not able to have the exact numbers). Many of the VLIR alumni now occupy senior positions in the faculty and many are of the most prolific publishers in the faculty. From capacity building and sustainability point of view, this is major achievement of the project.

The publication output of people related to this project is significant and is a proof of the high quality research that is produced within the framework of the centre.

The impact of the centre on broader society was high. Not only through the engagement of some of the academics in community work (sports clubs, schools, etc..) but also by papers presented at different international congresses (f.e. impact of big sports events on society – World Cup 2010).

One of the objectives of the project was the development of post-graduate degree with the development of Master degree in Sport for Development. The programme was developed by international academics from different universities in Africa (Mozambique, Namibia, Uganda) and European universities (Leuven/Belgium, Utrecht/The Netherlands, Loughborough and Stirling/U.K., Berlin/Germany). Unfortunately the programme did not get accreditation from the Higher Education Quality Committee (HEQC) and at this moment there is no sharp image how to proceed.

### **Recommendations of Project**

1. There are diverse views about the role and vision of ICESD by the faculty, University, SRES and ICESD. It would be advisable to organise consultations among different sectors in the university and the faculty to develop a common strategy or a master plan for the next 5 years.
2. A lot of efforts are made to develop the Masters of Sports and Development. The potential for this master is high taking into account the international academic involvement. It would be a pity to lose this kind of support and opportunities. New adjustments of the proposed MA-program should be developed to detect the reasons why the programme was not accredited and adapt the developed program to the criteria of the accreditation commission.
3. To ensure sustainability and to deepen the academic impact (development of MA-programme) of the institute it would be recommendable to appoint one extra Post-doc mandate financed by UWC or external funding.

## **6.3 Project 3. Transforming Health and Education Policies and Systems for improved HIV Prevention and Care**

The overall academic objective of Project 3 was "to develop sustainable HIV-related research capacity in a multidisciplinary HIV Research Centre housed in the School of Public Health, Faculty of Community and Health Sciences"



The overall development objective was ‘to contribute to the transformation of health and education policies and systems with the following aims:

- 1) to decrease the burden of HIV and TB,
- 2) to improve the impact of education on HIV/AIDS prevention and
- 3) to develop proper responses for prevention of and response to gender-based violence.

The specific academic objective was ‘to build research capacity and strengthen partnerships in the areas of integrated HIV/AIDS prevention and care, with a specific focus on HIV/TB, education and gender based violence’.

The specific development objective was ‘to make policy recommendations based on research in the areas of integrated HIV/AIDS prevention and care, with a specific focus on HIV/TB, education and gender based violence’.

In the framework of the above objectives the intermediate results that Project 3 sought to achieve were:

IR 1: Interdisciplinary health systems research conducted and published in the areas of integrated HIV and tuberculosis prevention and care, gender based violence and health promoting schools

IR 2: Public health research capacity strengthened

IR 3: Information and communication technology (ICT) optimally used to support research

IR 4: North-south-south partnerships established to secure funding, conduct research and disseminate results

Phase 2 of this project saw two significant shifts from phase 1:

- 1) the project’s institutional base moved from the Faculty of Education to the School of Public Health in the Faculty of Community and Health Sciences, reflecting a number of developments and perspectives, some of them outlined in the mid-term review of Phase 1 and described further in this document;
- 2) the second, and major, shift entailed a specific focus on developing a new, cross-disciplinary research centre and emphasizing developing explicitly cross-disciplinary research capacity and research outputs through leveraging other efforts.

#### Assessment of KRAs

Key result areas	Indicators	Score
KRA1: Research	14 articles in international peer reviewed journals, 5 articles submitted and under review, Organisation of yearly symposium. <i>Remark: it is difficult to identify whether all these publications can be considered as a direct consequence of the project.</i>	4
KRA2: Teaching	There were no teaching objectives in this project	
KRA3: extension and outreach	Organisation of 5 Annual UWC HIV in Context Research Symposia. International congress with presentation of wide range of papers. The annual symposium is the Flagship of the center. Creation of website: <a href="http://www.hivaids-uw.org.za">http://www.hivaids-uw.org.za</a>	4

KRA4: Management	The center is managed by people with an outstanding research record. As a result a lot of new research proposals were written and some of them were funded.	4
KRA5: HRD	All Vllir Ph.D's are completed.	5
KRA6: Infrastructure	Minor investments in computers and cameras.	-
KRA7: Mobilization	4 other Ph.D. grants and 4 other projects as a spin off project as well as numerous publications and seminars	4

### Qualitative Evaluation

Criteria	Comment	Score
Effectiveness	The developmental and academic objective are achieved	4
Efficiency	With a total annual grant to project 3 of 62.500 €, the project was very efficient in generating results on both objectives.	4
Development Relevance	Taking into account the South African context, the set up of the projects and the results of the project, there is no doubt about the developmental relevance.	5
Quality	High quality of the research output and the mobilization of extra funding for new projects.	4
Impact	The impact on society was realized by the annual conference for a very broad audience.	4
Sustainability	The centre is sustainable. The current director will leave but will be replaced by a new one. Confirmed by University management and School of Public Health management.  The flagship symposia are succesful and will be organized in the same way next coming years.  International networking	4

### Overall Assesment of Project

Since the overall development and overall academic objective are achieved, project 3 can be considered as successful and effective.

The Centre for HIV and AIDS Research is well established and housed in the School of Public Health (SOPH). It was established in 2009 and a Professor and founding director was recruited. By 2013 The Centre had a portfolio of activities consisting of : i) an annual international symposium; ii) four research grants; iii). An active website; iv). An HIV-in-context seminar series; v). Collaborative research articles published in peer-reviewed journals.

The academic output (publications) is outstanding. The centre is more and more recognized as an important centre in South Africa on main issues targeted by the centre.

The DBBS-Programme made a valuable contribution in focusing the School's research efforts in the wide field of HIV and AIDS research. The project's specific contribution was more in terms of clarifying an important thematic area in the field and allowing lessons to be learned regarding more and less effective modes of collaboration within and across disciplines, thus enabling the School, the Faculty and other collaborating Faculties and organizations to work together better to achieve the project's ambitious goals.

The annual (international) symposium is considered as the flagship of the centre and is made possible through the DBBS-programme (but not only). The outreach of the symposium is important.

For example, the 2012 Symposium brought together Health and Education departments and contributed to a rapprochement and active collaboration on a new School Health Policy and on ongoing exchange through the Health Promoting Schools Network. The 2013 Symposium on Urbanisation, Inequality and HIV included a strong representation from Government and grass-roots civil society, has catalysed the development of a new MPH module on urbanisation and health, and the development of a research and action network on migration and health and human trafficking.

The main result (consequence) and realized objective of the project is that the DBBS-VLIR programme catalysed the creation of the HIV Research Centre and the recruitment and permanent appointment of the Director as a full Professor in the School of Public Health, and thus helped to catalyse significant increases in research capacity and outputs.

A negative element, is that P3 was among the projects with the lowest quality of reporting towards VLIR-UOS.

### **Recommendations of Project**

1/ investment or trying to find funding for at least one Post-doc mandate for sustaining Director and building up the Centre for HIV and Aids Research.

2/ A hindering factor to the further development of the Centre is the fact that the Director is simultaneously full Professor in the School of Public Health with teaching, significant supervision, and administrative roles.

## **6.4 Project 4. Sustainable utilization of subterranean water resources for improvement of quality of life.**

Overall academic objective: Introduce multi-disciplinary research on the Berg River Water Management Area (WMA), and train new scientists in the process.

Overall developmental objective: The overall objective of the VLIR IUC Water project is to assist the Institute of Water Studies (IWS) to become self-sustaining by promoting its academic research capacity, research dissemination, and project collaboration.

Specific academic objective: Support water users with respect to water management through improved knowledge of the system.

Specific developmental objective: Improve involvement and awareness of the stakeholders in the Berg WMA via a functional IWS.

In the framework of the above objectives the intermediate results that Project 4 sought to achieve were:

IR 1: Proper understanding of catchment hydrological processes investigated in Upper Berg River

IR 2: Better understanding of alternative land use patterns on socio-economic and environmental impacts in Upper Berg River

IR 3: Construct a model as a decision-making tool for management

IR 4: Facilitate efficient field and laboratory research through availability of suitable vehicles, equipment, computers and support staff.

IR 5: Continue collaboration within Southern African, African and international universities with expertise in components of integrated water resources management.

IR 6: Understanding how ICT can be of benefit to this area of research and how it can allow for innovation within the goals of this project

The VLIR IUC Phase II project has contributed to the Institute for Water Studies by focusing on one of the pillars of the Water Institute, namely reserve determination, a fundamental need in southern Africa (SADC). The VLIR IUC Phase II project was built on the foundation laid by the successful Phase I project that focused on promoting research capacity, mainly in subterranean water and the link with surface water, the ecology and the socio economic impact on the community. The Phase II project consolidated the research capacity and application of the scientific information to the real world through an integrated case study drawing together the expertise from South Africa, other countries in Africa (more specifically Zimbabwe) and northern links. This case study has involved both scientists and communities directly. This integrated study involved all students using the same site, the upper Berg River and the Berg River Management Area, but studying various aspects from ground water through ecology to socio-economics.

#### Assessment of KRAs

Key result areas	Indicators	Score
KRA1: Research	7 Publications in international peer reviewed journals, 6 publications in national peer reviewed journals, 1 book and 1 book chapter, 10 other publications	4
KRA2: Teaching	10 workshops, 1 laboratory manual and 1 learning package	4
KRA3: extension and outreach	Leaflets, flyers and posters for extension, 1 manual/technical guide, 1 policy advice/paper	4
KRA4: Management	New research protocol and new institutional procedures	4
KRA5: HRD	5 PhDs and MScs completed, 2 PhDs & 2 MScs on-going	4
KRA6: Infrastructure	Investment in isotope analyser and computer rooms.	4
KRA7: Mobilization	2 spin off projects (contract research and consultancy), but the centre seems able to attract new funding. Three NSS Programmes awarded.	4

### Qualitative Evaluation

Criteria	Comment	Score
Effectiveness	The overall Academic objective (multidisciplinary research as methodology on the Berg River Water Management Area) is realised with important academic output  The Institute of Water Studies is established. Some internal disputes are a restricting factor in the development and the national & international recognition of the institute.	3
Efficiency	Judging the number of students graduated, the improved equipment and the research output on the one hand and the limited budget, value for money has been achieved. Weak point: the vulnerable situation of the Institute of Water Studies	4
Development Relevance	No doubt the research topics are highly relevant within the typical context of Eastern Cape Province	4
Quality	The academic output is of outstanding quality (publications, reputation of individual researchers).	4
Impact	Real impact was impossible to measure, but activities were organized to reach communities and to make them aware of the research results. Attempts were taken to inform, raise awareness and influence behavior.	4
Sustainability	The Institute of Water Studies is established. Some internal disputes are a restricting factor in the development of the national & international recognition of the institute. The Flemish project leader made a lot of efforts to introduce the IWS in his international academic network. All academics at IWS have an excellent academic research record. More cooperation among these individuals would create chances to develop an Institution with national and international reputation.	3

### Overall Assessment of Project

The main achievement of the project was the realization of the overall academic objective. Project 4 conducted research activities coincided with the completion of the Berg River Dam construction. Researchers had the opportunity to study the system after the dam construction. The objective of the research was to have a better understanding of the Upper Berg River ecosystem and the relationship with the surrounding land use. One of the main achievements was the interdisciplinary and multidisciplinary approach of the project. Also attempts were taken to reach local farmer communities and to inform them about a more effective and efficient use of water resources, although this was only a side consequence of the project.

Other stakeholders have been informed to Improve involvement and awareness of the stakeholders in the Upper Berg River Water Management Area (like f.e. Franschoek Municipality, some of the CSIR staff and staff from the local department of Water Affairs offices).

Within the framework of this research activities, quite an important number of students graduated and research papers have been published in international peer reviewed articles.

Project 4 took also initiative to link activities to other projects like participation of project 4 team members in the International Sport and Development Conference (2012, Project 2) and a workshop of the ICESD (project 2) on the importance of water and how to use it more efficiently.

The Institute for Water Studies (IWS) of the University of the Western Cape was established in 2009. Different academics who participated in project 4 are very respectable and recognized academics with an impressive publication record. Coordination problems and a lack of human resources (academics are too busy with other projects, teaching, supervising,...) provokes problems in realizing concrete projects and attracting new funding.

Project 4 faced also some other important problems. It was assumed that it would be easy to recruit local students with the bursaries on offer at the time. However, in the end, the project had to turn to international students as well in order to reach the research and training goals of the project. Another issue was that it was assumed that most of the students would complete their degrees within the standard funding period. In most cases this did not happen and extra funding was necessary. One of the main reasons was low scholarship fee (compared to South African Standards). This was not only an issue in project 4, but it was expressed most explicitly by academics in project 4.

### **Recommendation**

1/ The Institute of Water Studies is established. Coordination problems were a restricting factor in the development of a national & international recognized institute. The Flemish project leader made a lot of efforts to introduce the IWS in his international academic network. All academics at IWS have an excellent academic research record. More cooperation among these individuals would create chances to develop an institution with national and international reputation. According to the evaluation team, it would be recommendable to try to find incentives to stimulate cooperation among each of the individual academics.

2/ A helpful instrument for developing the IWS is to create a Post-doc scholarship who should be responsible for writing research proposals and attracting external funding, taking both the research and the extension sides into consideration.

## **6.5 Project 5. Multilingualism and Cities in Transition**

The overall objective is 'to develop sustainable research capacity in the UWC Arts Faculty, more specifically, the Centre of Humanities Research.

Specific Academic Objective is to 'Create a vibrant research-based programme & networked scholarly community in two areas of Humanities research, namely Multilingualism and Cities in Transition.

Specific Development Objective is to 'Enhance understanding of multilingual citizenship and urban re-configuration'.

Phase 1 of project 5 supported the Culture, Language and Identity (CLIDE) project. Phase 1 proved to be very successful at mobilizing researchers but too broad formulated to have impact as a research

group. For the second phase two research projects were selected: 1/ Multi-lingual Citizenship and 2/ Cities in Transition.

In the framework of the above objectives the intermediate results that Project 5 sought to achieve were:

IR 1: Increased research production & dissemination

IR 2: Exchange of literature, ideas & research methodologies

IR 3: Understanding how ICT can be of benefit to this area of research and how it can allow for innovation within the goals of this project

IR 4: Public lectures & empowerment

The research project on Multilingualism explored ways of being in sustaining livelihoods in urban places, and how differently skilled urban residents negotiate life, work, leisure and civic belonging in the city, and how they (consciously or otherwise) stamp these complex and ever changing places with traces of their individual and collective presence. The fundamental research problem is to examine how language mediates and is mediated and rendered fluid by the urban presence of speakers of a variety of languages, both local and in-migrated. 'Mapping' and understanding the transitions, articulations, images and understandings associated with urban change as this is mediated and represented through socio-linguistic and semiotic diversification provides a unique opportunity for an interdisciplinary understanding of social transformation.

The research project on Cities in Transition have emerged prospects for deploying analytical perspectives from across the humanities to examine and understand the (re)making and meanings of the city and to build an energised, excellent, distinct and sustainable research group in a new area of research focus at UWC.

#### Assessment of KRAs

Key result areas	Indicators	Score
KRA1: Research	+/- 30 articles in international peer reviewed journals, 12 book chapters, +/- 7 books, 39 conference papers  <i>Remark: it is difficult to identify whether all these publications can be considered as a direct consequence of the project. Also the reporting seemed not be very reliable since publication of poems were counted as international peer reviewed articles.</i>	4
KRA2: Teaching	-	-
KRA3: extension and outreach	Cities in Transition. Embryonal cooperation between different educational institutions and City of Cape Town to develop student and university life at different campus sites.	4
KRA4: Management	The creation of new institute: Centre of Multilingualism and Diversities Research (CMDR) as sort of spin off center of the project.	4
KRA5: HRD	5 Ph.D students graduated, 2 MA students graduated. Input of two postdocs contributed to the research output, but could have	4

	done more in mentoring.	
KRA6: Infrastructure	-	-
KRA7: Mobilization	This project led to the Multilingualism sub-project securing additional funding from the Max Planck Institute as well as an academic exchange programme with Kings College, London.  An average of 5 Flemish students per year  Joint FWO-NRF research proposal (Ghent University & UWC)	4

### Qualitative Evaluation

Criteria	Comment	Score
Effectiveness	The specific objectives are achieved	4
Efficiency	Taking into account the limited funding and the output, value for money was delivered. The different projects were able to realize significant academic output	4
Development Relevance	The subprojects are highly relevant taking into account the local context and the importance of the research topics worldwide. There is strong relationship between the research topics and daily life of students in particular and South African people in general	4
Quality	Outstanding quality (publications, Ph.D research, Postdoc)	4
Impact	Main impact: substantive rethinking of multilingualism in transforming context, created sustainable networking links with partners in the South as well as in the North, leading to new projects (see next page)	4
Sustainability	The Centre for Humanities Research is enforced with more research capacity and as spin off of the project a new institute (Centre for Multilingualism and Diversities Research) is created and has sufficient means to sustain.	4

### Overall Assessment of Project

Taking into account the KRA-output, this project and in particular the Multilingualism pillar of the project realized a very important academic output. It is difficult to identify the direct impact of the VLIR-DBBS-programme on all the reported output. But during the implementation of the project the sustainable research capacities at the Faculty of Arts are strengthened. The most important achievements and main results are:



- A substantial rethinking of the notion of multilingualism in a transforming context, specifically as this may contribute to a different approach to a philosophy of language politics.
- A cadre of engaged and articulated young researchers, conversant with a broader societal framing of their research programs, while able to develop and retain a discipline specific expertise.
- Strong and sustainable academic links with a variety of institutions in both the political North and South, leading to on-going, new projects (Max Planck Institute) or planned collaborations (e.g. University of Adelaide) as well as continued research co-operation with Ghent University.

One of the excellent examples of indirect impact (and growing out) of the DBBS-project is the establishment of a new centre, the Centre for Multilingualism and Diversity Research (CMDR). The dynamics created in the project brought together academics with the same research interests.

Another side effect of the project is that Kings College at the University of London has initiated a staff exchange program, as well as a 'doctoral exchange program' within its ESRC Centre of Excellence for Doctoral Training program.

In general the multilingualism component of the project was a facilitating factor (but not the only determining factor) to the outstanding record and output of this project. The individual academics, their international network and their outstanding academic output were the necessary pushing factor of success.

The cities in transition side of the project suffered from a number of setbacks: drop-out of students, a lack of departmental dynamic to sustain the project and the resignation of the lead researcher. However, the project succeeded in surviving the difficult phase. A new lead research was appointed and the collaboration with Flemish students and academics lead to interesting and stimulating research papers and exchange of ideas and strategies.

The Cities in transition project was important because it demonstrated how academic research can influence the policy on urban planning. There was an exchange of ideas between academics and policy makers on the level of the City of Cape town and to a lesser extent to provincial policy makers. The impact of urban planning on student life and university development was demonstrated and resulted in an exchange of policy ideas among different universities and local government.

The main problematic issue within the cities in transition project is the lack of human resources. Only one academic can be considered as taking the lead in the subject area. If this area of multidisciplinary research is taken as a priority by UWC, extra personnel (post-doc) is necessary.

### **Recommendations of Project**

The cities in Transition project could have a big impact on urban planning culture in the city and province of Cape Town and act as a pilot for other South African cities. Some interesting ideas (as for example innovative project proposals for developing student live on old train site near the campus) were developed. But if this project is considered as important for UWC extra human resources should be allocated to the project. A possible solution is the appointment of a Post-Doc researcher who's main focus should be writing research proposal and attract extra funding. Co-financing by the Cape Town municipality should be explored.

## 6.6 Project 6. Student Quality of Life

Overall objective: Optimisation of the learning environment and quality of life of students through a holistic approach to student development.

Specific objectives:

- 1/ The establishment of a coherent & coordinated student leadership programme or academy.
- 2/ The provision of academic support to at risk students.

In the framework of the above objectives the intermediate results that Project 6 sought to achieve were:

IR 1: Draw together key partners to collaborate in the formation of the Leadership Academy and the implementation of a coordinated leadership development programme

IR 2: Providing a platform together with faculties to accelerate interventions aimed at supporting students facing academic challenges.

IR 3: Monitor & evaluate the VLIR SDS interventions

IR 4: Understanding how ICT can be of benefit of SDS

This project was the only one within the DBBS Programme whose orientation and focus was co-curricular. Co-curricular is defined as a non-academic equivalent of the academic record which reflects a range of substantial co-curricular participations/initiatives of students for the academic year of study or years of study at the university.

The aim of project 6 was to recognise the innate strengths of every student and to mobilise all leaders of student development. The aim was to provide an affirming enabling development space where students could catch up with the gaps within the co-curricula spaces that were directly under the leadership of student development and therefore to support the curricula space by supporting its endeavours. All of this aimed at developing students' self-confidence to assume their rightful place in higher education. Secondly the project focused on developing the capacity of student leaders as elected representatives of students, while they remain active members of the university governance systems. The real challenge has always been that beyond the formal recognition of representation as enshrined in the Higher Education Act, what is the real impact of student leaders when they sit in various committees inside and outside the university, including their understanding and conceptualisation of their role within a democratic higher education.

### Results/ main achievements

- the programme has grown from 50 mentors in 2006 to 202 mentors in 2012/year 10. The mentoring culture which has been developed at UWC has tremendously influenced the way students support each other.
- A Special award, namely the Andre Lakey Mentoring Award has been instituted and is awarded annually to the most outstanding mentor.
- The 2011 Mentoring Colloquium which brought most university mentoring programmes in South Africa together for critical discussions on peer mentoring, has provided a platform which allowed shared learning and improved collaborations with Peer University mentoring programmes.

- The establishment of Living and Learning Communities in PMP (Equality Workshop and Relate and Debate). This campus programme provides a platform for discussions amongst mentors and mentees and also permits other students to join the debate.
- An e-mentoring strategy which enhances the current practices of mentoring is being established. More students are being reached via e-support and providing e-resources via online media.
- A culture of mentoring is starting to grow, with 8233 mentoring sessions that were held during year 10.
- There was an increase in the number of first year students that applied to be part of the peer mentoring programme (from 150 to 898 in 2012). The request for mentoring by students far exceeds the existing capacity. The project has restructured its responses to include group-mentoring as a way of accommodating more mentees; even so, there were more students seeking entry into the programme. The interest shown by students provides a good signal about the successful implementation of this model of student support.
- Over the ten years there is evidence that the academic part of curricula has come to appreciate this support as demonstrated within the science faculty. This approach has proven to be beneficial not only for UWC, but for other SA universities, as they have sought to benchmark with UWC in this area.

The project has had a profound influence, not only in encouraging academic performance but social integration as different, students are engaged in mentor/mentee relationships and leadership development exposure that facilitates respectful engagements and provides students motivation to apply for other national and international leadership platforms( e.g. SAWIP and ABE BAILEY TRUST).

The DBBS programme provided an invaluable support for the achievement of Project 6 objectives. The efforts were augmented by the university budget to ensure that the strategic projects are sustained beyond the DBBS Programme timeline. Mentoring has since become one of the flagship projects at UWC and the student leadership development programme has grown in leaps and bounds, with the Debating Team competing in national competitions.

Many students have had the opportunity to participate in both the mentoring and leadership development programmes, and some of them have been absorbed as interns and facilitators, playing a role as contract staff members in various departments offering these programmes.

### **Recommendations of Project**

1. This project was a project developed and executed only by UWC. The DBBS programme sustained the project through minor additional funding (€ 31.250/year) for workshop refreshment, local travel & accommodation, mentor stipends. Only a Flemish project leader was appointed. The consequence of this setup is that there was no real partnership between Flemish and South African team members and project leaders. Although the South African (UWC) and the Flemish educational context are different, opportunities to exchange of ideas were underexposed.
2. The concept of mentoring developed at the UWC would be an interesting example for developing pilots of student participation and mentoring at Flemish universities and other African universities as well.

## 6.7 Project 7 Programme Support Unit

The Programme Support Unit is responsible for the overall management and coordination of the DBBS programme with direct responsibilities to the Rector's office.

The aim is to provide a coherent policy and operational environment that will facilitate the further development and implementation of the DBBS Research Centre Development in the second phase.

More specifically, the PSU was responsible for:

1. Overall programme administration
2. Financial management
3. Reporting (internal and external)
4. Advocacy & liaison/networking (internal)
5. Activity and budget monitoring
6. Logistical support for Flemish visitors
7. Planning and implementation of programme-wide activities
8. Secretariat to Programme Management and Steering Committee meetings
9. Planning and coordination of certain institutional activities which are a spin-off from DBBS initiatives

There was a change of Programme manager at the beginning of phase II, which led to a vacuum for a couple of months. Different people reported that it didn't cause too many problems since other people of the PSU took over temporarily some tasks.

The programme was consistently well managed from financial point of view. The financial management of the project was organized at project level with a direct communication link to the central level. This seemed a very efficient way to decentralize responsibilities. The system worked very efficient, although at project and programme level it was not always easy to know how much of budget was left due to exchange rates.

The PSU was very successful in networking activities not only in South Africa and Belgium, but also to other universities which are part of VLIRUOS partners. The PSU and UWC management were driving forces in exchanging ideas about university cooperation worldwide.

Another important issue to mention is that the scholarship disbursement process is evaluated very positive and that exchange among VLIR funded scholars worked well. A e-newsletter was created which was evaluated as very successful by the scholars. The maintenance of the DBBS website was not always very adequate and up to date.

Recommendations of Project

1. Although the DBBS Programme Office has formally come to an end on 31 March 2013, contact with Team Members will continue throughout Years 11 and 12 around planned activities for the Closing Event. It would be recommendable that a small budget is allocated for these activities.
2. The reporting procedures are considered as very extensive. This was common remark by most academics involved in all projects. It would be efficient if the procedures could be simplified. On the other hand both the evaluation team as well as the VLIR-IUC secretariat

noticed that it was very difficult to identify real numbers on successful PhD scholarship and publications. Yearly reporting formats should be completed on yearly basis and figures should be accounted more systematically.

3. The logical framework of different projects can be improved. The results are not always formulated as results. In some cases the identified results are in fact activities. Also a registration of indicators can be optimized. Ph.D output, publications, workshops,... are standard indicators in academic projects. Formats for easy (digital) reporting at central level should facilitate the reporting of a simplified and verified KRA-system. This is necessary to compare output within the programme but also across programmes.

## 6.8 Project 8. Research Fund

Overall Academic Objective:

To support the University to achieve its research aspiration that faculties develop and achieve international research status in research niches that will contribute to the ongoing development of South Africa and the African Continent.

Specific Objective:

To strengthen the research capacity and profile of the newly established Research centres at UWC.

In the framework of the above objectives the intermediate results that Project 6 sought to achieve were:

IR 1: Strong interdisciplinary research teams

IR 2: Strong national & international research profile

IR 3: Vibrant research programme

IR 4: Capacity building for research

In Phase II a competitive research fund was created to sustain research activities. In principle the research fund was available on a competitive basis, for the primary purpose of assisting the Centres to achieve clearly articulated research outputs that would contribute to the further establishment of those centres and its long-term goals of sustained growth in academic capacity (more info: individual projects).

Basically the Research fund financed research activities of the different projects based on research proposals (with objectives, activities and budgets). The guidelines were clearly defined and all projects could benefit from the research fund.

*The results of this competitive research projects can be found in the individual project 1,2,3,4 and 5.*

Within the context of project 8 a post-doc experiment was set up. Post-doc scholarships are a valuable instrument for individual career development as well as for development of sustainable research centres. All project leaders evaluated the experiment as very fruitful although the period was limited to one year. The main issue of this pilot was the recruitment of European scholars for the post-doc scholarships. This was refused by VLIR-IUC and DGD. According to DGD and VLIR-IUC rules, it was and is not allowed to appoint European academics with development aid funds.

*Since project 8 was defined as a research fund integrated in the different projects, it was for the evaluation commission impossible to evaluate the real added value of the research fund.*

### **Recommendation:**

1. The pilot of Post-doc scholarship was successful in terms of and should be integrated as valuable and efficient instrument in development university cooperation. Within an international and global context Post-docs are a logical step in capacity building and creating stability/sustainability in newly created institutions. Besides the principle of including post-doc scholarships in development cooperation programmes, it would be recommendable that that synergy with other Flemish and South African donor agencies are developed. For example a bi-scholarship of non-European together with a European post-doc would create impulses for both sides (North & South) and would create at the same time sustainable cooperation between young academics.
2. Although a separate research fund can be good strategy in principle, in most of the cases budgets are split among the different projects. From management point of view and from transparency point of view it would be better to integrate this research funds into the respective projects from the beginning as it integrates better in the annual planning and does not leave a black box on project contents and budget spending.
3. In general and within the context of institutional cooperation Research fund projects can have of course an added value. The added value of such funds should be clearly formulated in a substantiated project document and should be planned in advance.

## **6.9 Project 9 Information and Communication Technology**

This project got off with a difficult start at the beginning of phase 2. The project was initially conceptualised as a transversal project on ICT that would establish an ICT component in the existing and ongoing projects within DBBS. The ICS department of UWC and SMIT from Vrije Universiteit Brussel would formulate and evaluate ICT components in the existing projects. ICS would provide computer and software support. SMIT would conceptualize user oriented research to test and learn from the implementation of ICTs within the existing projects. SMIT would bring its innovative user research approaches—such as the Living Lab approach—developed to study the introduction of ICTs in real life environments.

Due to various reasons this set-up seemed difficult to realise:

- 1) Management of both DBBS and UWC often focused on mere technology and did not understand the user research component of the program,
- 2) Derek Keats left UWC in 2008 which left a void at UWC with regard to the driving of the project. Only after a group of interested parties from UWC visited SMIT in 2009 was a new match found between the Department of Information Systems Prof. Dr. Louis Fourie and SMIT-VUB Prof. Dr. Leo Van Audenhove to restart the project. The Department of Information Systems was involved in the formulation of the National e-Skills Plan of Action (NeSPA) and the establishment of the e-Skills Knowledge Production and Coordination Hub (eSKPCH; now called e-Skills Co-Lab) at the University of the Western Cape, which formed a good match with the policy and user-oriented research expertise of SMIT-VUB.

Finally, it was decided to reformulate the project into an independent project 9 (where ICT was part of project 6 in the first fase), which would:

- 1) establish a new collaboration around ICT implementation, as well as user-oriented research around e-skills and living labs;

2) lay the basis for future collaboration after the DBBS program between UWC and SMIT-VUB. Both would be grounded in the recently developed National e-Skills Plan of Action 2012 (NeSPA) and the established Western Cape e-Skills Co-Lab at the University of the Western Cape.

The broad main aim of the new project was to enhance the digital and social inclusion of the South African community by making use of innovative Information and Communication Technology. A more specific focus area of the project was to establish a Living Lab where innovative ICTs would be used to enhance digital inclusion and promote the understanding of the behaviour of end-users through research. A second focus area was to develop an awareness of the importance of e-skills development in the digital inclusion of disadvantaged communities. This will partly be done by in-depth research by three Masters (M.Com in Information Management) students on e-skills development.

Due to the late start and due to the very limited budget in phase II (26.000 € for 5 years!), the project has not fully attained its objectives, but has laid a firm ground 1) by exchange of insights and views, 2) by joint research on e-skills and the possibilities of living labs in South Africa, 3) by establishing a sound framework for future collaboration focussed on attaining the objectives beyond the DBBS program.

As a result of the DBBS Project 9, the collaboration established between VUB/SMIT/iMinds and the IS Dept of UWC is currently being expanded beyond joint research on digital inclusion and the Living Labs Project to include a joint Master degree on International Telecommunication Policy, a joint PhD and internships for VUB students at UWC. The two team leaders are committed to collaboration, and have planned to spend two to three months in 2014 at VUB/SMIT/iMinds and UWC respectively.

In general the budget was too limited and the project duration too short to realize sustainable results. This project has a lot of potential since academics on both sides (UWC – VUB) have common academic interests which can generate a lot of impact on society. Therefore it is regrettable that the identification and match took such a long time. Project 9 is also a counterfactual example of how valuable long term cooperation can be. Short term projects of 2-3 years are just too limited to have a real impact in academic cooperation and implementing new ideas. Most of the academics have many responsibilities. A ten year cooperation gives them the opportunity to work on long term project and goals within a timeframe that's more suitable to their working load.

# 7 Annexes

## 7.1 Interview schedule

### **Brussels - 3 October 2013**

Leo Van Audenhove

Annelies Verdoolaege

Stef Slembrouck

### **Brussels - 4 October 2013**

Luc Brendonck

Kristien Verbrugghen

Jan Devriendt

### **Antwerp- 24 October 2013**

Stefaan Marysse

### **Belgium – Telephone interviews – October 2013**

Bart Vanreusel

Kristiaan Versluys

Marleen Temmerman

Pieter Uyttenhove

Annick Verheylezoon

Carl Michiels

### **Cape town – 14 October 2014**

Mr Larry Pokpas

Ramesh Bharuthram

Louis Fourie & Zoran Mitrovic,

James Njenga

Ms Cheryl Pearce

### **Cape town – 15 October 2014**

Yongxin Xu & Lincoln Raitt

Amiena Bayat

Travill

Tanushree Pillay

Maryke Meerkotter , Mr Xiaobin Sun, Mr Micah Dominic, Ms Anna-Marie Martin

Jan Van Bever Donker



Stan Ridge

**Cape town – 16 October 2014**

Stroud & Louw

Chris Tapscott ,Michelle Esau & Lisa Thompson

Neil Henderson

Shazley Savahl & Julie Philips

Jim Lees

**Cape town – 17 October 2014**

Elgene Roos, Mr Lindokuhle Zondo, Mr Varaidzo Muchapondwa, Mr Kelebogile Baijang , Ms Crusanda Rudolph

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Mark Seale & Ilhaam Groenewald

Jose Frantz

Colette February

**Cape town – 18 October 2014**

Dmitri Jegels & Dr Amina Peck

Noeleen Murray-Cooke

Christina Zarowsky

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