



# CAPTURED Ghana Country Evaluation

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## Evaluation Report



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## **CAPTURED Ghana Country Evaluation**

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July 2012  
Centre for Development Innovation, Wageningen University & Research centre

This report provides the findings of the Ghana Country Evaluation and is produced as part of the overall CAPTURED End Evaluation. After five years of support by the CAPTURED project the University of Development Studies has been able to achieve commendable results. It can be confirmed that the content of CAPTURED curricula for both MPhil and PhD studies are well-drawn and suitable for the programs. The content and delivery of the CAPTURED programs are within expectation.

A number of challenges have also been identified. One main challenge comes from an age-old culture where staff and students are influenced by the traditional educational system which has low regard of Indigenous Knowledge and practices with consequent preference for exogenous development. Another challenge is the observation that by mid-2012 there are not yet enough UDS professionals with the orientation and belief in Endogenous Development. This will require additional support in the short term to bridge the period until PhD students have finalised their studies. The Ghana Country Evaluation made 12 recommendations. The main recommendation is to decide on a clear UDS profile in terms of its Endogenous Development academic niche.

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# Preface

This report provides the findings of the Ghana Country Evaluation and is produced as part of the overall CAPTURED End Evaluation. As noted in the ToR document, the purpose of this evaluation of the Program for Capacity and Theory Building for Universities and Research Centers in Endogenous Development [CAPTURED] is “to assess the results (products and impact), to learn from the experiences in terms of strategy and efficiency, and formulate recommendations about the possible ways in which the program activities may be continued in each of the three cases and about the options for mutual cooperation and up scaling of the program in the future” (p. 4-5).

The Program for CAPTURED was initiated in 2008. Funded by the Ministry of Foreign Affairs, directorate general for international cooperation (DGIS/DCO-OC) in the Netherlands. This international program involves The University for Development Studies in Ghana [UDS]- as main implementing agency, in cooperation with AGRUCO of the University Major San Simon of Cochabamba in Bolivia [UMSS] and the Foundation for Revitalisation of Local Health Traditions in Bangalore, India [FRLHT].

This partnership built on experience of the University Consortium of COMPAS (Comparing and Supporting Endogenous Development) Network, and ETC, The Netherlands. Before the CAPTURED project the Universities and research centres provided technical support to COMPAS partner organisations. Cooperation with COMPAS and ETC foundation and expatriate support has been part of the program design of CAPTURED which also runs with an international advisory board monitoring the program and offering advice on a yearly basis.

The evaluators are grateful to all CAPTURED stakeholders involved in the Ghana program that shared their views and perspectives. Without their insights, ideas and suggestions we would not have been able to write this report. We are especially grateful to Professor Agnes Apusigah for her guidance in the preparation of the evaluation, all support provided during the actual implementation of the evaluation end June / early July 2012 and her strategic feedback on findings and first recommendations. We are also grateful for Professor David Millar, who provided the overall picture and documentation of the CAPTURED program and its history. We are also in debt with all other UDS staff that assisted in the logistics.

The views expressed in this evaluation report are the responsibility of the evaluators and involved institutions are not formally represented in the findings of this report.

Tamale, July 2012,

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## Executive summary

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The Project for Capacity and Theory Building for Universities and Research Centres in Endogenous Development (CAPTURED) has started in 2008 and is currently in its fifth and last year (2012/13). The project was funded by the Ministry of Foreign Affairs, directorate general for international cooperation (DGIS/DCO-OC) in the Netherlands. It involved the University for Development Studies (UDS) in Ghana as main implementing agency, in cooperation with AGRUCO of the University Major San Simon (UMSS) of Cochabamba in Bolivia and the Foundation for Revitalisation of Local Health Traditions (FRLHT) in Bangalore, India. Cooperation with COMPAS and ETC foundation and expatriate support has been part of the program design. An international advisory board monitored the program and advised on a yearly basis.

After five years of support by the CAPTURED project the UDS has been able to achieve commendable results. It can be confirmed that the content of CAPTURED curricula for both MPhil and PhD studies are well-drawn and suitable for the programs. The content and delivery of the CAPTURED programs are within expectation. Students are highly motivated and appreciate the use of local resources, knowledge, and leadership in the development planning process instead of relying heavily on mainstream scientific principles. The content and delivery to a very large extent meets the expectations and students feel very satisfied with the program.

The following conclusions were made:

1. The CAPTURED project has made substantial progress along the pathway designed and is on course to be well established as a major academic program for UDS and other stakeholders
2. The framework of working relationships and management systems have been put in place to ensure continuity of the project as a composite educational curriculum in UDS;
3. At the UDS there is an obvious value for money in the project as expressed by several stakeholders across different spectra of the project;
4. The students are on course to complete in between five to six years their PhD research and theses write-ups. The start was slow but students and staff have picked up pace and the rate at which most students are conducting their research is encouraging.

A number of challenges have also been identified. One main challenge comes from an age-old culture where staff and students are influenced by the traditional educational system which has low regard of Indigenous Knowledge and practices with consequent preference for exogenous development. Another challenge is the observation that by mid-2012 there are not yet enough UDS professionals with the orientation and belief in ED. This will require additional support in the short term to bridge the period until PhD students have finalised their studies.

The End Evaluation made 12 recommendations. The main recommendation is to decide on a clear UDS profile in terms of its ED academic niche. Three business cases are suggested as possible options. In addition, recommendations are given in view of establishing a PhD alumni network, clarify the PhD model, decide on a bridging model to face the teaching and supervision requirements in the short term; the future hosting institution; Curriculum Development for the lower tier, use of ICT, consolidate the international network; and consider the re-introduction of a course on Development Theory.

## Evaluación Ghana: Síntesis en español.

El proyecto CAPTURED ha comenzado en 2008 y actualmente está en su quinto y último año (2012/13). El proyecto fue financiado por el Ministerio de relaciones exteriores en los Países Bajos, dirección general de la cooperación internacional (DGIS/DCO-OC). Se trata de la Universidad para Estudios de Desarrollo (en inglés: UDS: “University for Development Studies”) en Ghana como principal organismo de ejecución, en cooperación con AGRUCO y la Universidad Mayor de San Simón (UMSS) de Cochabamba a Bolivia y la Fundación para la Revitalización del Tradiciones Locales de Salud (en inglés “Foundation for Revitalisation of Local Health Traditions”) en Bangalore, India. Había también una cooperación con la Fundación COMPAS y un apoyo expatriado ha sido parte del programa. Una Junta Consultiva Internacional supervisaba el programa y aconsejaba sobre una base anual.

Tras cinco años de apoyo por el proyecto CAPTURED la UDS ha sido capaz de lograr resultados bastante recomendables. Puede confirmarse que el contenido de los estudios MPhil y el programa de doctorado PhD son adecuados y bien programadas. El contenido y la entrega de los programas del proyecto CAPTURED están a la expectativa como planificada al inicio. Los estudiantes están muy motivados y aprecian el uso de los recursos locales, conocimiento y liderazgo en el proceso en lugar de depender fuertemente de los corrientes principales científicos de planificación del desarrollo. El contenido y la entrega en muy gran medida cumple con las expectativas y los estudiantes se sienten muy satisfecho con el programa.

Se formularon las siguientes conclusiones:

1. El proyecto CAPTURED ha hecho progresos sustanciales a lo largo de la ruta diseñada y está en curso para ser consolidado como un importante programa académico para la UDS y otros socios interesados;
2. El marco de relaciones de trabajo y las sistemas de gestión se han establecido para asegurar la continuidad del proyecto como un currículo educativo compuesto en la UDS;
3. A la UDS existe un evidente valor y calidad para los fondos invertidos en el proyecto expresada por varios socios interesados a través distintos componentes del proyecto;
4. Los estudiantes están en curso para terminar entre los cinco o seis años sus investigaciones y tesis de doctorado. El comienzo fue lento, pero los estudiantes y los supervisores de la UDS han recogido ritmo y la velocidad en que la mayoría de los estudiantes están llevando a cabo su investigación es alentador.

También se han identificado un número de desafíos. Un desafío principal proviene de una vieja cultura donde el personal científico y los estudiantes están influenciados por el sistema educativo tradicional que tiene reconocimiento baja de los conocimientos indígenas y prácticas de desarrollo basadas a modelos de desarrollo exógenos. Otro desafío es la observación que por mediados de 2012 no hay aún suficientes profesionales en la UDS con una orientación y creencia en el Desarrollo Endógena (DE). Esto requerirá un apoyo adicional a corto plazo para cubrir el período hasta que los estudiantes de doctorado han finalizado sus estudios.

La evaluación formulaba 12 recomendaciones. La recomendación principal es decidir sobre un claro perfil de la UDS en términos de su nicho académico en DE. Tres opciones (“business cases”) se proponen como casos posibles. Además, se dan recomendaciones en vista de la estabulación de una red de alumnos de doctorado, aclarar el modelo PhD, decidir sobre un modelo de transición para resolver los requisitos de enseñanza y supervisión en el corto plazo; la futura institución anfitriona; el desarrollo del currículo para el nivel inferior, el uso de las tecnologías en información y comunicación, consolidar la red internacional; y considerar la reintroducción de un curso sobre teoría del desarrollo.



## List of abbreviations and acronyms

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AFSA	Association for Food Sovereignty in Africa
AGRUCO	Centro Universitario Agroecología Universidad Cochabamba (Bolivia)
ASUDEV	Association for Sustainable Development
CAPTURED	Capacity and Theory Building of Universities and Research Centres in Endogenous Development ( <a href="http://www.captured-edu.org">www.captured-edu.org</a> )
CECEIR	Centre for Continuing Education and Interdisciplinary Research (UDS)
CECIK	Centre for Cosmivision and Indigenous Knowledge
CESDEV	Centre for Sustainable Development, University of Ibadan
CIKOD	Centre for Indigenous Knowledge and Organisational Development
COMPAS	Comparing and Supporting Endogenous Development ( <a href="http://www.compasnet.org">www.compasnet.org</a> )
COS	Convergence of Sciences (joint research program between Ghana, Benin and Netherlands)
DGIS	Directorate General for International cooperation (Netherlands)
DGIS/DCO-OC	Sub directorate in DGIS in charge of Culture & Education
ED	Endogenous Development
EE	Endogenous Education
ER	Endogenous Research
ETC	ETC Foundation Netherlands ( <a href="http://www.etc-international.org">http://www.etc-international.org</a> )
FRLHT	Foundation for Revitalisation of Local Health Traditions (Bangalore, India <a href="http://www.frlht.org">www.frlht.org</a> )
IK	Indigenous Knowledge
MoU	Memorandum of Understanding
PANRAK	Pan-African Network for Revitalization of Indigenous Development
SGS	School of Graduate Studies
TLF	Tamale Learning Festival
ToR	Terms of Reference
UDS	University of Development Studies (Tamale, Ghana, <a href="http://www.uds.edu.gh">www.uds.edu.gh</a> )
UMSS	University of Mayor San Simon (Cochabamba, Bolivia, <a href="http://www.agruco.org">www.agruco.org</a> )



# 1 Introduction

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From 2008 to 2012 an international project has been going on: The Program for Capacity and Theory Building for Universities and Research Centres in Endogenous Development: CAPTURED. This project was funded by the Ministry of Foreign Affairs, directorate general for international cooperation (DGIS/DCO-OC) in the Netherlands. It involved the University for Development Studies (UDS) in Ghana as main implementing agency, in cooperation with AGRUCO of the University Major San Simon of Cochabamba in Bolivia and the Foundation for Revitalisation of Local Health Traditions in Bangalore India. Cooperation with COMPAS and ETC foundation and expatriate support has been part of the program design. An international advisory board monitored the project and advised on a yearly basis.

The project was based on an agreement between UDS and DGIS and subsequent MOU between the other partners mentioned above. The project was carried out in line with the objectives and budget as specified in a project document that was agreed by DGIS as the basis for the funding (see annex 2: documentation).

The CAPTURED project scheduled an End Evaluation in the last year of its existence (2012), for which a Terms of Reference was formulated (see Annex 4). In all three countries a Country Evaluation will be conducted, producing a Country Evaluation Report. Based on the three reports a Synthesis Report will be produced afterwards.

The present reports presents for the Ghana Country Evaluation the methodology of the evaluation (Ch. 2), the main findings (Ch. 3), and finally analysis, conclusions and recommendations (Ch. 4). Annexes are provided for I the program; II documentation; III summary on the five capabilities; and IV Terms of Reference.



## 2 Methodology

Based on the ToR a Work Plan was made for the country evaluation. This work plan was tailor made to the circumstances at UDS and minor adaptations were included. The methodology was made in such a way that the perspective of the different UDS stakeholders was made explicit and the capacity development activities and results in function of endogenous education and research assessed. The main elements of the methodology were:

- Documentation review (see Annex II)
- Interviews with key informants and group interviews applying Appreciative Inquiry (see Annex I)
- Collect and assess data on curricula innovation, quality and quantity of acquired capacities of University staff applying the 5 capability model (see Annex III) and Appreciative Inquiry
- Triangulation and validation of findings

The research/evaluation questions for the present evaluation are:

- A. To what extent have the planned activities been carried out and the results and outputs as mentioned in Log frame been achieved.
- B. What is the reason and justification for not fully achieving the results and outputs?
- C. Which products and outputs, which were not specifically planned, have been achieved?
- D. Have the activities been carried out in an efficient way? (Quality of management and scientific support staff, timeliness of decision making, quality of reports, flexibility and adaptability of implementation).
- E. In what sense have the capacities of the participating institutions for carrying out ED, ER and EE been enhanced (specify: knowledge, skills, attitudes, aspirations and number of staff; availability of appropriate research methods, educational materials, institutional support and organizational modifications).
- F. How have the results of the program been received by the traditional knowledge community, university, the university staff and students involved in the program, policy makers, other universities with which cooperation took place?
- G. How much spin off and outreach has the program had so far and what are the perspectives for such spin off in the pilot region and beyond?
- H. Which of the approaches and experiences can be used on a larger scale in the pilot region and beyond?
- I. On the basis of the experiences, what should be the orientation, scope and strategy for future activities in ED, EE and ER in each of the three lead institutions, for intraregional and intercontinental cooperation and for up scaling the activities

### ***Unit of analysis***

CAPTURED especially worked at University level. The program innovated by redirecting Higher Education to bring on board endogenous development into curriculum, teaching and learning. Therefore, the unit of analysis will be performance and capacity of the universities involved in the initiatives.

### ***Main methodologies***

CAPTURED has a main result area on capacities, for which an evaluation model was applied called the five Capability Model (see below). In addition, a main value is the recognition of endogenous knowledge as a central element. Therefore, the evaluation proposes a specific evaluation approach: appreciative inquiry (AI). Both methodologies are presented below. It is important to note that the two methodologies reinforce each other in the sense that changes in capabilities were further probed by AI before continuing with the

analysis of areas where capabilities were lacking behind with respect to planning or the need for new capabilities to deal with emergent issues.

### ***Five capability model to assess changes in capacity***

The five Capability model is a model to analyse capacity, capacity development (CD), support to CD and how to include CD into planning and M&E. The model is based on extensive research by ECDPM and associates<sup>1</sup>. The model is used by DGIS (donor CAPTURED) as the main model for CD. The five C framework distinguishes capacity as 'producing social value' and five core capabilities that together result in that overall capacity. Capacity, capabilities and competences are seen as follows:

- Capacity is referred to as the overall ability of an organisation or system to create value for others.
- Capabilities are the collective ability of a group or a system to do something either inside or outside the system. The collective ability involved may be technical, logistical, managerial or generative (i.e., the ability to earn legitimacy, to adapt, to create meaning, etc.).
- Competencies are the energies, skills and abilities of individuals, including attributes of leadership.

The five capabilities are: capability to act and commit; capability to adapt and renew; capability to relate to external stakeholders, capability to achieve coherence, and the capability to produce services and products.

A recent reference document for all experiences in applying the 5C model to planning, monitoring and evaluation is the document "Bringing the invisible into perspective. Reference paper for using the 5Cs framework to plan, monitor and evaluate capacity and results of capacity development processes", available at [www.ecdpm.org/5Cs](http://www.ecdpm.org/5Cs)

### ***Appreciative Inquiry***

Appreciative Inquiry is an evaluation methodology introduced by Cooperrider et al (2008) that seeks to first explore successes and understand why positive results have been achieved. Only after a shared reconstruction how these results were achieved, the evaluators and the evaluatees will proceed by exploring why other results were not or only partly achieved. The methodology also allows the evaluation to be informed on unplanned results that emerged in the course of the project life.

The AI methodology implies that the evaluating team sees its role as that of an informed facilitator providing the structure for a process of common [everyday] sense making. Appreciative inquiry approaches evaluation as a learning experience using dialogue, reflection and challenge to distil learning opportunities, to create a learning environment and to develop inquiry skills. Learning from evaluative inquiry is a social construction occurring through the involvement of multiple constituencies each representing different perspectives. It is socially situated and is mediated through participants' previous knowledge and experiences. One key element therefore was the progressive deepening, validation or refuting of first findings with other stakeholders and the joint reflection of first findings and validating lessons learned. This provided the basis for recommendations that were based on a joint reflection process.

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<sup>1</sup> Baser & Morgan: Capacity, Change and Performance, (2008).

## 3 Findings

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Firstly, a description and assessment is given in § 3.1 of the results and the process of institutional development, educational development and research innovations as undertaken by UDS to summarise the situation as per end of the project period. This is followed by an assessment of the evaluation questions in § 3.2.

### 3.1 Summary results end of project

After five years of support by the CAPTURED project UDS has been able to achieve commendable results<sup>2</sup>. They can be summarised as follows:

#### *Objective 1: Building capacities for an Endogenous Development program*

The CAPTURED project has almost completely achieved this first objective. The PhD curricula were well developed and are in place. The admission of PhD students has gone on steadily and the number stands now at above 40 PhD students. Despite a slow take off the program is now fully operational and both staff and students are moving on at a pace acceptable within the challenges of research for PhD theses. There is an appreciable number of students admitted and at various stages of completion. Some of the MPhil students have submitted their theses for examination. However, the targeted expectation of peer reviewed publications is not yet quite achieved. The students are at different stages of their research and thesis write-ups. First graduations will take place in the second half of 2012. Some specific results:

- Program accredited and run by the School of Graduate Studies (SGS)
- Teaching/learning resources: books, journals, CDs, multimedia appliances
- Joint production of sources books: Learning Together 1 and 2; “Our Sciences”: Indigenous Knowledge Systems of Northern Ghana.

#### *Objective 2: Establishing linkages between the universities and capacity building in Endogenous Development*

This objective has also been achieved. UDS had started training with NGOs and established a number of contacts. Students went to the INDO-Ghana study and conference visit where they presented their proposals for sharing with participants from other countries. Other results within this objective:

- Hosting of two public lectures delivered by the Indian partner FRLHT for the Medical School faculty and graduate students in 2010;
- Lectures delivered to graduate students at AGRUCO, Bolivia.

There is still, however, a need to intensify linkages between UDS and Indigenous experts both in and outside of Ghana. This will help build a wide range of potential on-field supervisors and collaborators for the students’ research (see also next chapter: analysis of the capability to relate).

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<sup>2</sup> For overview and details of results: External Review Report CAPTURED; P. B. Atengdem (2012) University for Development Studies, Ghana.

### ***Objective 3: Evolution of networking, collaboration and sharing systems on experiences in Endogenous Development***

This objective has been largely achieved, especially after the mid-term assessment. The main examples are Tamale Learning Festival (TLF), CECIK, CIKOD, COMPAS Africa, African Network on Food Sovereignty (AFSA), TREE AID on climate change programs, PADEV (Participatory Assessment for Development) of the University of Amsterdam and the Africa Study Centre, Leiden, The Netherlands, COMPAS on urban food security, field research of PhD students jointly with communities, curriculum for the training of NGOs in northern Ghana has been reviewed for administration in 2012. Specific achievements include the following (source: External Review and other documentation):

- UDS has joined the Association for Food Sovereignty in Africa (AFSA) - a Pan African NGO/ CSO network on ED and food security;
- The student research themes and topics that are now clearly identified and included into Project Proposals;
- UDS has joined the Tamale Learning Festival – a platform of NGOs on knowledge sharing. CAPTURED was partner and is now collaborating with CCEIR to take over hosting;
- UDS has initiated PAN-RAK (Pan African Network for the Revitalisation of African Knowledges);
- The UDS has also joined the Indigenous Knowledge Network currently under the University of Ibadan (UI) in Nigeria.
- Association for Sustainable Development (ASUDEV). Dr. Derbile from UDS has joined as secretary to ASUDEV at UI;
- Collaboration with the Institute of Development Studies, University of Cape Coast at various times in areas such as Thesis supervision, external examinations, seminars, conferences and workshops;
- Participation and presentation at international seminars: WOTRO, The Netherlands and University of Bern, Switzerland (2011);
- Coordinated presentation of seven invited papers at the 2011 international conference.

The inter country network is well developed and key NGOs like CIKOD and CECIK are well integrated into the UDS program. There are also more internally established networks since the mid-term review. There is however still room to be exploited in expansion to include other experts and institutions both in Ghana as elsewhere in Africa.

### ***Objective 4: Up-scaling capacity building and establishment of programs for Endogenous Development related research***

The last objective was especially to be reached in the last years of the project. Both the present End Evaluation as well as the External Review observed that much progress has been made in achieving this objective especially in the last two years. The field interviews with the PhD Students have also shown a big leap from the first and second batches (2008 and 2009 enrolment) in their progress with their research and writing of theses. All three students in the first (2008) cohort are confident they will submit their theses for examination between May and September 2012. All the interviewed students in the second batch of admissions (2009) expressed ability to submit their theses for examination by the middle of 2013. They are all at advanced stages of data collection, literature reviews and some have presented their earlier chapters for their supervisors. The students who were admitted in 2010 (third batch) have all had their proposals approved and are undertaking intensive literature review alongside preparing their data collection instruments. The students in this batch also expressed the belief that they would be able to submit their theses between 2013 and 2014 for graduation. This shows quite an improvement of progress in the area of student progress towards completion of their PhD studies since the mid-term review.



Linkages between the consortium partners have been firmly established, although language problems exist between the Hispanic and Anglophone partners. Joint supervision of PhD students seems to be an opportunity for further inclusion in the programs, especially between India and Ghana. At UDS level the following were notable achievements contributing to realising objective four since the mid-term review (source: External Review):

- PAN African conferences on ED organised and hosted by UDS (2009 & 2011)
- Formation of PAN-RAK as an outcome of the PAN African conference on ED
- Initiated and formalised linkages with University of Ibadan, Nigeria
- UDS hosted graduate students of the University of Ibadan on field work in 2012
- UDS has a MoU with the University of Ibadan under which CAPTURED has an agreement with CESDEV: Centre for Sustainable Development
- Initiated and formalised linkages with the Centre for Research on IK and Innovations at the University of Botswana,
- Convergence of Sciences –COS- (Universities of Ghana and Wageningen, the Netherland)
- Intensified linkages with Canada and the United States of America with universities dealing with IK/ED
- Initiated and intensified linkages with the Wageningen University and the African Studies Centre (both in The Netherlands)
- Linked up with Universities of Dortmund and Bonn, Germany
- Links with the Centre for Advanced Study on African Society (CASAS), Cape Town, SA and the African Centre for Advanced Studies (AfCAS) in Porto-Novo, Benin.

Internally at the UDS also a number of results are observed under this objective:

- Scholarship for staff from the Cross-Cultural Foundation of Uganda (CCFU) in the MPhil. Development Studies. Completed course work and thesis;
- With the University of Cape Coast there is one lecturer studying as a PhD in the ED program with CAPTURED funding.

It has to be noted, however, that the UDS program has not been able to initiate collaboration with any other University on the continent to establish a similar program.

In conclusion it can be affirmed that the content of CAPTURED curricula for both MPhil and PhD studies are well-drawn and suitable for the programs. The content and delivery of the CAPTURED programs are within expectation. Students are highly motivated and appreciate the use of local resources, knowledge, and leadership in the development planning process instead of relying heavily on mainstream scientific principles. The content and delivery to a very large extent meets the expectations and students feel very satisfied with the program.

A number of challenges have also been identified by both the End Evaluation as well as the External Review. They are listed below, some already with recommendations, and further discussed in the next chapter of this report.

- Challenging the professions: Staff and students come from an old-age culture influenced by the traditional educational system which has low regard of Indigenous Knowledge and practices with consequent preference for exogenous development.
- By mid-2012 there are not yet enough UDS professionals with the orientation and belief in ED. This will require additional support in the short term to bridge the period until PhD students have finalised their studies.

- The graduate student is more demanding, especially where some of them are already academic staff from UDS and other universities.
- Supervision of research for thesis: A need to match students with supervisors early to enable the students to get guidance on their research projects.
- More effort should be made to get lecturers fully involved for the complete modules that they are assigned to.
- A significant setback that needs mentioning is that most of Faculty (scientific staff) that is currently involved in the PhD Programme do not have ED orientation themselves. Hence, UDS has those in the 'old school' offering both teaching and supervision. Most apply learning-by-doing and one can anticipate the challenges associated with this. It will be only with the graduation of the PhDs students that UDS will have true ED Staff to fall back on.
- Apply new opportunities for ICT supported learning and get all lecturers to use electronic modes of contacts with students as much as possible.
- Make the course outlines, contents, and proposed reading lists of all courses available to students.
- Orientation of future PhD students: there should be more intensive introduction of students into the philosophy and expectations of the program.
- Exposure to field realities already in the MPhil.
- Encourage Quality Assurance to proceed with course evaluations by students.

### 3.2 Reporting back to the evaluation questions.

- A. To what extent have the planned activities been carried out and the results and outputs as mentioned in the Log frame been achieved?

This has been largely presented in § 3.1. Most of the activities have been carried out and outputs have been achieved. Whereas the degree of results varies between the four main objectives, the overall result is commendable. The outcome of establishing a PhD school at UDS has been achieved in a way that largely meets the expectations at the start of the project and which can be illustrated by a range of well documented quantitative and qualitative institutional indicators. The outcome of establishing linkages with local communities has been achieved to a lesser degree. Through CAPTURED UDS also started to become engaged in policy influencing. These last two outcomes were achieved to a lesser degree than anticipated, as the accent was given to the first outcome. A specific result worth mentioning is the library of the Graduate School, where CAPTURED virtually has set up a new library with relevant ED and IK literature. The library also procured and supplied DVDs and CD - ROMs with ED and IK Materials.

- B. What is the reason and justification for not fully (or partly) achieving the results and outputs?

See above and next Chapter: Analysis and conclusions

- C. Which products and outputs, which were not specifically planned, have been achieved?

- CAPTURED gave rise to other PhD programs of recent times in UDS.
- CAPTURED also contributed to the formulation in 2008 of the first Research Ethics Policy of UDS (prepared by the Centre for Continuing Education and Interdisciplinary Research CCEIR). This was followed in 2010 by the formulation of the UDS Ethics Policy.
- CAPTURED has been instrumental in helping UDS pay attention to qualitative research and study beyond the conventional focus of universities on quantitative research and methodologies.
- CAPTURED has also been instrumental in helping lead the way in terms of the ability of UDS to carry out inter- and trans-disciplinary research.

- CAPTURED started the Harmattan Series, a research sharing and policy forum, which has now been institutionalised within UDS as it is run by CCEIR.
- The Millar Institute for Trans disciplinary and Development Studies (MITDS) is a significant induction. This Institute is duly registered and is currently seeking affiliation with UDS to offer Degrees at all levels up to PhD in Culture and Development through trans disciplinary studies.

Captured has contributed to these additional results in terms of identification and acceleration of results. But these results cannot be fully attributed to CAPTURED; also other UDS programs contributed and / or external factors played a role.

- D. Have the activities been carried out in an efficient way? (Quality of management and scientific support staff, timeliness of decision making, quality of reports, flexibility and adaptability of implementation)

Efficiency compares the results (effects, outputs) with the invested means and verifies if invested means could have been used for obtaining more results. Based on the verification of documents, reports, appreciation of students, background provided by UDS management and feedback by other resource persons the End Evaluation observes that activities at UDS have been operated in an efficient way. The start was slow and the ambitions quite high. Afterwards the program took off, found flexible ways to adapt its implementation and established a good project routine and practice to process PhD students, establish linkages, capacitate UDS staff and institutionalise the project within UDS. The MPhil programme provided the leverage for the PhD programme (see below).

- E. In what sense has the capacity of UDS for carrying out ED, ER and EE been enhanced (specify: knowledge, skills, attitudes, aspirations and number of staff)

This is the single best success area of the UDS CAPTURED program. The findings in § 3.1 illustrate the number of PhD students involved in the program and their positive attitude and inspiration towards the ED program. A curriculum of courses has been designed as part of the program<sup>3</sup>. ED knowledge and skills are detailed in curricula that have designed ED competences with accompanied literature, guidelines, manuals, documentation and examinations. Also, the UDS staff is interested in the program, as illustrated by the high number of UDS staff participating in the PhD program. Whereas ED education is well organised, the ED research component could improve with Research Protocols, stronger qualitative research competences, and combining quantitative and qualitative methods into a mixed methods design that meets research expectations. Amongst the wider UDS lecturer community investment could be made to achieve a better understanding of the program.

The MPhil programme provided the leverage for the PhD Program (i.e. the PhD ladder from the MPhil that has a course on ED and various other courses on Indigenous Knowledge). The MPhil Program, for the past 8 years admits about 30 students on average each year (240 students in total). From the CAPTURED budget there were 12 students sponsored to the MPhil (1 of them from Uganda with COMPAS). Four of these students are currently doing their PhD as well. This demonstrates some link to the lower level but not yet at the BSc level.

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<sup>3</sup> Ref.: Final Accredited Curriculum Doctorate Program UDS, Ghana (2012, Millar, Apusigah).

- F. Availability of appropriate research methods, educational materials, institutional support and organizational modifications.

See previous Section E [above] and also § 3.1

- G. How have the results of the program been received by the traditional knowledge community, university, the university staff and students involved in the program, policy makers, other universities with which cooperation took place?

There is a need for more clarity on the level of engagement that UDS likes to have with communities. Protocols on expectations and research procedures (e.g., developing an Indigenous research and ethics protocol with locals), feedback procedures from communities, sharing and validating of research results at community level, role of UDS,.... Students cannot go to the field and just do a project. As for UDS staff and students: as illustrated above the program was well received in the wider UDS community and is seen as an important achievement of UDS. In fact, various interviewees stated that CAPTURED has assisted the UDS in articulating a more clearer niche in its academic profile. Indeed, the relevance of the program can be noted amongst all stakeholders contacted. ED resonates amongst students, faculty, UDS management and the wider public. This is illustrated by the interests amongst potential PhD candidates as well as the present large group of PhD students. The Dean of Graduate School attests to CAPTURED as leading the way at UDS on a number of institutional performances (links to the field, qualitative research, intellectual innovations, etc.). Another teaching staff sees CAPTURED as a “force within the university” given the accomplishments so far. Relevance seems to be especially expressed at the UDS internal level.

A recommendation is to build more external “supporters” that can help UDS to further develop its ED practice and profile. External relevance could be related to ED and policy formulation, ED improving development results, ED marketed for other African universities; exploring potential private sector clients, profiling ED further in African networks, and valorising ED in media and education. See also strengthening the *capability to relate* below (H) and in Chapter 4.

Although many UDS staff has entered the PhD program, it seems that the majority of lecturers not directly involved in CAPTURED do not have a good understanding of the ED approach. To buy in more ownership in the coming years it would be recommendable to design a strategy that would allow more recognition by other lecturers. This could include: 1) joint supervision of students; 2) writing together documentation; 3) relating together to other university and research centres, and/or 4) involvement in design and supervision of field work.

- H. How much spin off and outreach has the program had so far and what are the perspectives for such spin off in Northern Ghana and beyond?

The outreach in Northern Ghana, Ghana and the African continent is clearly present and illustrated by the various contacts, partners, and networks presented in § 3.1. Whereas these linkages are established, the *capability to relate* could be stronger. When further defining the UDS niche of ED academic work, the related business case and requirements in terms of market-product combinations will be logically defined (see first recommendation next chapter).

- I. Which of the approaches and experiences can be used on a larger scale in the pilot region and beyond?

See next Chapter: Analysis, conclusions and recommendations.

- J. On the basis of the experiences, what should be the orientation, scope and strategy for future activities in ED, EE and ER in UDS for intraregional and intercontinental cooperation and for up scaling the activities.

See next Chapter: first recommendation.

### 3.3 Other observations

Notwithstanding the challenges faced by CAPTURED (e.g., operating with limited numbers of staff capable of its handling expressed objectives, development of more appropriate research methods and results, and the availability of adequate training materials for undergraduate and graduate staff development) we anticipate future successes. The End Evaluation highlights some areas of enhancing the student and faculty experience that hold possibilities for the future.

#### *Enhancing the Student Experience*

A PhD program in Endogenous Development is a novelty and cherished and envious accomplishment of CAPTURED. UDS can position itself to reap tremendous benefits from the Program. The growing impact of CAPTURED and its emphasis on Indigenous Knowledge on other disciplines at UDS is clear and demonstrable. At the institutional level we expect a more conceptual grounding and understanding of the aims and objectives of CAPTURED to be engaged in more practical and concrete ways to ensure optimum benefits for UDS. Students in the Program are extremely enthusiastic about their field of study and yet also show some frustrations. Examples are supervisors and contacts with supervisors, full-time work commitments, course content, the distractions of 'going to school closer to home', the wide geographical dispersal of students that do not make for close academic bonding with other student colleagues, and the rising costs of the PhD program field research.

As faculty researchers we know many times students would fail to speak of responsibilities for their own learning, academic and professional growth. Nonetheless, we share the believe that the student experience can be enhanced for these students. While the initial objective seeing students complete a new doctoral program within four years might have been a bit ambitious this must remain an important goal. The ability to turn out graduates 'on time' speaks to the success of an academic program. High graduation rate is a testament to academic competence acquired by students in the program.

There is a need for even more periodic internal assessments including student annual progress reports and faculty meeting once a year to discuss each student's academic progress. At such meetings devoted solely to student matters, the faculty can go through the list of their students one after the other, discuss each and begin to flag 'problem cases' early. There should also be an expectation of students and faculty supervisors/advisors completing an annual student survey detailing progress reports confirmed with signatures of both students and faculty.

Improving student-supervisor interactions is important but is more than an issue for just the individuals. The issue calls for systemic engagement. For example, putting SGS accountability and audit measures in place to ensure students go through the program successfully. Notwithstanding the drawing backs of policing cultures, we see merit in more effective monitoring of student academic progress. For example, instituting an annual student progress report documenting the times students have met with their supervisors (e.g., expectations of at least two formal meetings in a year), and students and supervisors completing form with comments/commentaries and signatures. This can itself help ensure more regularized contacts between students and their supervisors [and perhaps with the thesis committee] to facilitate faster completion of PhD program.

Co-guiding and co-supervising of students with faculty staff from the other two countries should be given more attention than is currently the case and the language problem while an issue is not overriding.

We also recommend the institution of an Annual Student Surveys/Assessments about Graduate Education which will provide valuable information for enhancing the students' experience.

Student and Faculty Handbooks that sets out clear guidelines on expectations, roles and duties of each constituencies with the Faculty.

The 'Thesis Seminar' could be a core course and must focus on: 'How to Succeed Graduate School' to orient graduate students to program and university. Such a course will discuss and prepare students for thesis proposal writing, preparation of the comprehensive exams, field work and the dissertation write-up. The course could serve engaged students more in the graduate school program and with guest lectures from past/senior students who have gone through some of these stages in their students' lives help new students. It could also be an avenue to 'buddy up' in a sort of mentor/mentee relations among students.

On the structure of the comprehensive exams - Ideally comprehensives should be testing students in theory, method and literature. However, comprehensives must be flexible to allow students to focus in one area for a more in-depth discussion/submission. In other words, students must have the option of writing their comprehensive paper with a focus on either Theory, Review of the Literature or Methodology question. The grading of comps should simply be PASS or FAIL with a clear delineation of the processes of "going forward" and also what happens when a candidates receives a FAIL.

Almost all the students we interviewed expressed a need for strengthening international linkages on trans-disciplinary and interdisciplinary nature. They are eager to learn from such linkages and to build strong research publications that will increase the international profile, regional integration of scholarship.

### ***Curriculum Development***

More attention should also be paid to curriculum development to influence UDS programming. We would like to see CAPTURED fully engage the development and integration of curriculum materials on Indigenous science into schools, colleges and universities. Also, the possibility of having lower-tiered level CAPTURED programs at the undergraduate levels is suggested. This is required for developing curriculum to teach about CAPTURED at the lower-tiered levels (e.g., undergraduate, Masters).

### ***Culture, Language, Diversification and Development Link***

We see developing a good theoretical and practical link between culture and agriculture as critical to redefining development in line with the thinking of CAPTURED. CAPTURED can take a more leading role writing about African culture and development as an authentic Indigenous Institute for Studies in Culture, Agriculture and Development. Similarly, the question of the study of Indigenous African languages is a starting point to developing Indigenous/local analytical systems for understanding Africa. Also the diversification of subject areas is to be considered e.g. indigenous medicine, management of natural resources, migration, urbanization, energy, climate, governances, peace building, and local economies.

## 4 Analysis, conclusions and recommendations

### 4.1 Analysis

#### ***Assessment of the project environment (relevance of ED, the socio-political context and perspective of ED at UDS, new insights and perspectives of international cooperation):***

In Ghana the inter UDS reflection processes and mechanisms on ED have well started and constitute an ED education and research practice. The intra reflection with ED communities elsewhere besides the two consortium partners has started but seems to have not reached the expected level and will need to be included as well. Only if both inter - and intra ED interactions are going on in a strong and interrelated way a reputed ED education and research practice can evolve. ED related to education and research practice where qualitative methods are being practiced, including the design of mixed methods with both quantitative and qualitative methods, could be a niche for UDS (see also potential profile A below).

#### ***Assessing the project structure, coordination/management and international support:***

CAPTURED has one International Director. In each region of the CAPTURED project the Country Program is headed by a Regional Coordinator. The Regional Coordinator maintains direct oversight decision making powers regarding operationalization including finances, policy and processes. While leading the Africa regional component, UDS also plays the lead role as the global/international directorate of the CAPTURED initiative. Project administration is run by a senior administrator, who assures compliance and coordination with regular UDS procedures. There is also a Board which provides strategic directions to the country project team.

International support was provided through the COMPAS program and expatriate support, which was much appreciated by all consulted stakeholders. It provided access to other networks, assistance to document experiences, support in lecturing ED courses, guidance for ED PhD students and strategic linkage with international actors interested in ED, especially in The Netherlands. The Advisory Board, meeting once a year, has been very useful to guide the project strategically. The Board of Directors met each year two times for operational issues. ETC has administrated the funds with regular audit reports, which was much appreciated by all Consortium partners. Every partner found its own fit to host the project, in the case of Ghana the UDS graduate school.

#### ***Identifications of reasons for not having (or partly) successes and for achieving scheduled results:***

Establishing a PhD school on ED and institutionalizing this within UDS is a major outcome of the CAPTURED program in Ghana. Also the establishment of the MPhil programme was a commendable benchmark providing the leverage for the PhD programme. Having a total of 40 PhD students (with funding of Captured and – with funding from other sources) The fact that so many PhD students have joined the program with outside funding is an indication for the sustainability of the programme and offers good perspectives for continuation of the programme even without external funding. At the same time it challenges UDS to ensure that adequate support staff and supervisors will be made available. amongst which the first will graduate this year is quite an achievement. CAPTURED should be credited for pioneering work in initiating the first PhD program in the UDS. CAPTURED also succeeded in drawing the University's postgraduate programs (Master and Doctoral) into field work based on culture, IK and ED. Meanwhile, other intended outcomes could not be fully reached as planned at the start, especially the linkage and engagement with local communities. This can be explained as UDS is a typical public university with a focus for development studies. Whereas it has a mandate to reach out to community development,



it is supposed to do this through linkages with other organizations with a clear field mandate. This was tried through collaborations and networking (see Chapter 3) rather than direct field engagements.

### Capacity and Capacity Development

The analysis of the five capabilities (see Annex III) revealed that the capability to act and the capability to renew were already quite strong at the start and remain two capabilities on which UDS can rely. The capability to balance diversity and achieve coherence and especially the capability to relate are two areas where UDS can become stronger. There is a relation as an unclear long term strategy or mission where the position of UDS would be best located in terms of its ED profile results in unclear guidance for priorities in terms of identifying markets and coalition building with other actors. UDS can rely on its strong capabilities to act and to renew in addressing the other two capabilities and achieve a stronger overall capacity to perform in its ED program.

### The UDS change model as applied in CAPTURED

The final goal that UDS likes to support is a greater well-being of the communities living in Northern Ghana. In the CAPTURED project UDS has positioned its activities in a result chain, that was summarized in a linear way in the CAPTURED Logical Framework (see Annex CAPTURED Programme document). When reconstructing at the end of the project the actual strategic position of UDS, it seems that the visual summary of outcome pathways towards greater well-being of communities can be represented like Figure 1 below.

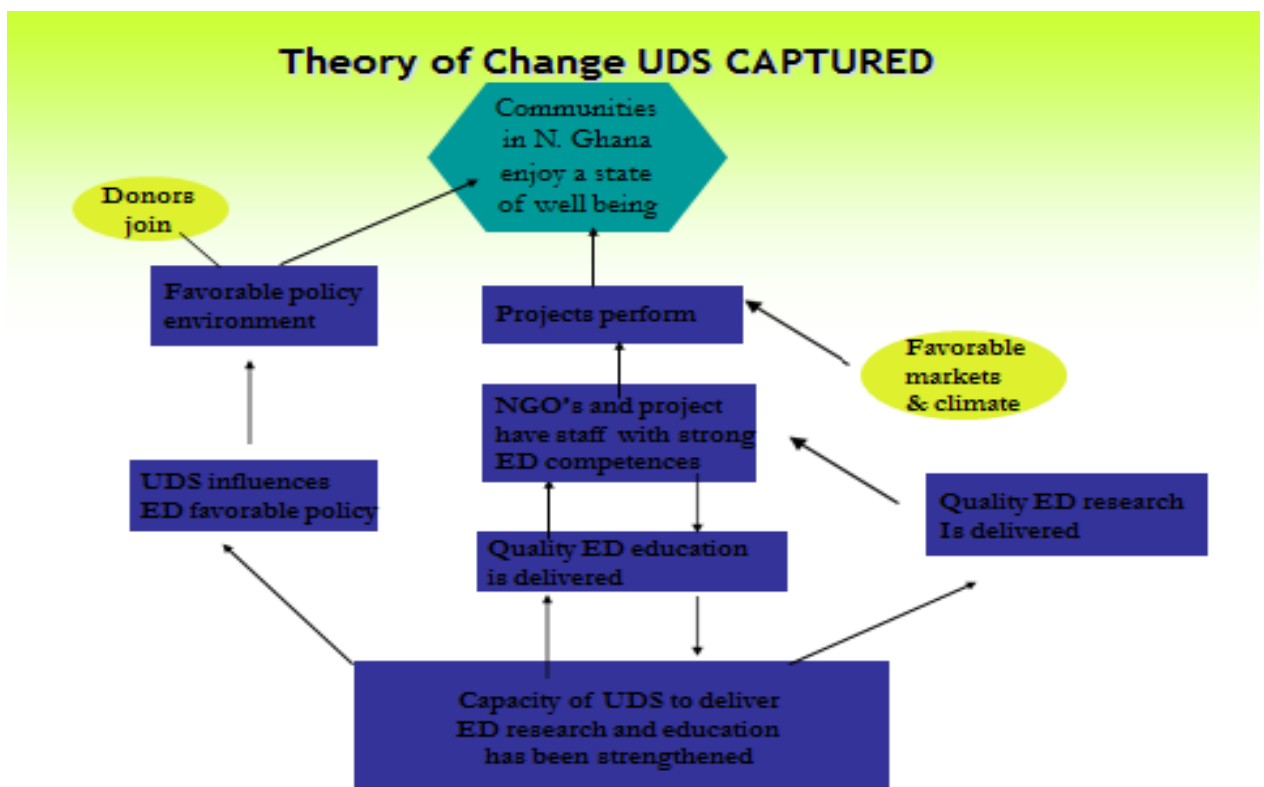


Figure 1: Visualization of the Theory of Change Ghana UDS case



The next paragraph will provide conclusions and recommendations as identified by the End Evaluation.

## 4.2 Conclusions and recommendations

The following conclusions were made by the External Review and are validated by the End Evaluation:

1. The CAPTURED project has made substantial progress along the pathway designed and is on course to be well established as a major academic program for UDS and other stakeholders;
2. The framework of working relationships and management systems have been put in place efficiently to ensure continuity of the project as a composite educational curriculum for the participating institutions;
3. There is an obvious value for money in the project as expressed by several stakeholders across different spectra of the project;
4. The students are on course to complete in between five to six years their PhD research and theses write-ups. The start was slow but students and staff have picked up pace and the rate at which most students are conducting their research is encouraging.

In addition the End Evaluation made the following recommendations.

Recommendation 1: Focus the ED program for the next phase.

The ED program implemented at UDS has achieved commendable results. It has built ED capabilities at the level of UDS, social capital and an institutional environment to deliver an ED program. It has also arrived at a next stage in its life cycle and the mission recommends that UDS decides on a strategic focus of the program. Below three options are provided for dealing with ED in academic environments, each with a combination of a market-product profile.

A: UDS ED profile: “building bridges”.

Design your profile by engaging with local and diverse communities and validating IK in projects together with conventional sciences. India example: designing a methodology that allows interaction at field level of “standard” formal health knowledge with “local knowledge”. Bringing in knowledge carriers from both worlds, let them interact and validate. Communication and mutual respect evolves (experience India). Link more strongly with CGIAR Centres, FAO, IFAD in methodological innovation.

B. UDS ED profile: “Strong Identity”

Carve a strong relationship with policy makers. Learn from Bolivia case. Grounding of IK and ED into legal structures, education, traditions, national identity. Make your own profile of “development”: not waiting for externals but designing and grounding on own values, knowledge, resources and priorities. Link more with civil society and engage in politics and movements that value own core ideas and priorities.

C. UDS ED profile: “ED in Sudanese environments”

Focus on a profile where the socio-economic and environmental Sudanese context is articulated in an ED practice with related education and research. Profile in West Africa, especially Sudan-Sahel area. Capacity building of partners in West Africa (with additional scope for expansion in Central and East Africa, esp. Cameroon, Chad, Sudan, Ethiopia). Emphasis on exchange and documentation of IK and ED material in various domains (agriculture, livestock, health, education, forest, land and water management practices).

Strengthen Pan African network. Find funding agencies with strong profile on local values (Canada, Switzerland, Germany, Scandinavian Countries, Netherlands).

Recommendation 2: Decide on a bridging support to achieve the identified UDS ED profile and capacity.

Bridging the period between now and coming 3 years: PhDs are not ready yet while we want to upscale the ED program within UDS. How to keep the momentum? This will need additional support for an interim period by external resource persons.

Recommendation 3: Improve the PhD program

The following suggestions are made for obtaining a more coherent and effective PhD program (see also suggestions in § 3.3 and recommendation 10):

- More selection at entrance – should examine a mix of full time and part-timers, while making determinations on full and partial funding arrangements if feasible.
- Orientation period at start of program.
- Stimulate exchange and pretesting between PhD students of their proposals and first documentation.
- Stimulate presentations of PhDs in seminars, workshops and other fora.
- Need for overall guidance documentation on IK, ED and other theoretical material.
- Add more course material on Development Theory & Policy.
- Strengthen writing capability of PhDs.
- Involve mature PhD students in coaching of starting PhD students.
- Agree on frequency of supervisor-student formal meetings and register these meetings as part of a recommended annual SGS audit.
- 'Learning to Succeed Graduate School' course to introduce students to the ropes about graduate school (e.g., selecting courses/supervisors; preparing for comprehensive exams, writing thesis proposal, preparing for fieldwork, starting to write dissertation, etc.).
- Inter-partner exchange among students in the three CAPTURED sites.
- Make the course outlines, contents, and proposed reading lists of all courses available to students
- How to ensure sufficient supervisors and how to ensure adequate (ED oriented) supervisors. (e.g. induction courses on ED for UDS scientists.)
- Have a business plan that allocates income from PhD students to be used for capacity building and supervisors.

Recommendation 4: Curriculum Development for the lower tier (colleges, undergrads, Masters)

- More attention should also be paid to curriculum development to influence UDS programming - undergraduate to graduate studies.
- Pay additional attention to the development and integration of curriculum materials on Indigenous science into Ghanaian schools, colleges, and universities.

Recommendation 5: Make use of ICT opportunities

Apply new opportunities for ICT supported learning and get all lecturers to use electronic modes of contacts with students as much as possible. There could be a more effective use of the Faculty/Department websites for information sharing. Students and faculty joint publications can be encouraged with a sustained field dissemination of CAPTURED work and publications to reach a wider international and national audience, including local community outreach and sustained partnerships.

#### Recommendation 6: Buy in by UDS lecturers

Amongst the wider UDS lecturer community investment could be made to achieve a better understanding of the program.

#### Recommendation 7: Formulate PhD alumni strategy

PhD students will start to graduate this year. A larger number will graduate in the coming years. It is recommended that UDS formulates its communication policy with respect to PhD alumni. PhD alumni will constitute an important community for UDS in terms of liaison with field work, potential funding, advise on strategic directions, interested clients for UDS documentation, research networks, etc.

#### Recommendation 8: Consolidate international network

UDS could reflect if and how it will maintain linkages with the present international consortium partners (UMSS, FRLHT, ETC-COMPAS) beyond the project period. We recommend a platform for sharing knowledge with students in other Universities connected with the CAPTURED program. This platform can allow students to work on their proposal and dissertation and learn from each other from the diverse locations. Also promoting joint publications among these students can help sharpen students' writing skills and assist their thesis proposal and dissertation development.

#### Recommendation 9: Complete the institutionalization of CAPTURED

Based on the selected business case for an ED academic niche of UDS, UDS could phase over the current project management structure of CAPTURED towards institutional UDS structures (see also recommendation 12).

#### Recommendation 10: decide on PhD model(s)

UDS could review its organization of the different modalities for PhD studies as have been in operation at UDS since 2008, retain one or various PhD models (full time, part time, sandwich) and communicate formally its PhD model(s).

#### Recommendation 11: Re-introduce a course on 'Theories of Development'

CAPTURED has an emphasis on Theory building. Theory is a critical component of a graduate students academic growth and their writing should reflect such grounding. We recommend in the thesis proposal guidelines a separation of the LITERATURE and THEORY chapters. This course be accomplished by merging the section on: 'RESEARCH PROBLEM' and 'RESEARCH QUESTION' in the 'Introductory chapter'. Furthermore, the Discussion Chapter of the dissertation should be more than presentation of 'Findings/Analysis of the Research Data' combined into a single chapter. The outline of the dissertation should make room for a further chapter that allows students to undertake a more nuanced theoretical discussion of the findings linking broader philosophical and theoretical implications of the study.

In the area of graduate courses given that a number of CAPTURED doctoral students come from the physical and natural sciences additional courses on qualitative methodologies must be introduced to orient students to case studies and qualitative field research. There is a need to re-introduce a course on 'Theories of Development' that broach the 'anti-development' thesis as well.

#### Recommendation 12: Institute or Centre as the most appropriate hosting structure for ED

In line with the result of CAPTURED and the inter – and trans disciplinary character of ED the End Evaluation suggest that the future hosting structure is best represented by an Institute or Centre and not a new Faculty or School.

# Appendices

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*Appendix 1: Program and overview resource persons*

*Appendix 2: Documentation*

*Appendix 3: Overview of assessment five capabilities (5C model)*

*Appendix 4: Terms of Reference*



# Appendix 1

## CAPTURED Program Ghana Country Evaluation 26 June – 6 July 2012

### ***Tuesday 26 June***

Travel of both evaluators to Accra

### ***Wednesday 27 June***

Preparing the evaluation (both evaluators): logistics, documentation, work plan and methodology

### ***Thursday 28 June***

Travel to Tamale

Meetings with:

- Prof Millar (Consortium Director)
- Prof Apisugah (Country Coordinator)
- Dr Paschal Atengdem (evaluator external review)

### ***Friday 29 June***

- 7.00 Students Batch 2008 (first group of PhD students)  
Weobong, Conrad Atogi-Akwoa
- 9-10.00 Meeting with 3 PhD students Batch 2009
- 11.30 Meetings at Graduate schools CECEIR team
- Emelia Guo PhD fellow batch 2011
  - Judith Bawa research fellow
  - Cynthia Abagre research assistant and student MPhil.
  - Abdoulai Anakaria research fellow.
  - Abukari Wumbe research fellow
- 14.00 Meeting with MPhil student  
Cynthia Abagre
- 15-16.00 Graduate School  
Dean: Dr Dzomeku Israel  
Assistant Registrar: Gilbert Ansoglenang
- 16.00 Library Graduate School
- 17.30 Quality Assurance/senior lecturer  
Dr. Oyetunji

### ***Saturday 30/6 and Sunday 1/7***

- Discussing results interviews
- Consulting documents
- Drafting findings and first elements report
- Preparing next meetings
- interview with Dr Derbile (TLF coordinator captured, linkage with Un. Ibadan, PANRAK)

### ***Monday July 2nd***

- 10.00 Tamale Learning Festival (TLF)  
Mr Sachibu (also PhD student batch 2011 and representative SNV)
- 11.00 UDS  
Prof Haruna Yalcubu (Vice Chancellor UDS and Chair Board CAPTURED)

Afternoon:

Telephone interview with Prof Stephen Kendie (member of the board CAPTURED, CECIER collaboration (research ethics policy, Harmattan School, interfaculty lecturers).

Drafting findings and sending by email to Prof Apusigah.

***Tuesday July 3rd***

Morning: meeting with Prof David Millar

15-16.00 Meeting with Faculty/Lecturers

- Dr. Yeboah
- Dr. Donkoh
- Dr. Obeng

Debriefing by telephone /feedback in track change with Prof Apusigah

***Wednesday July 4<sup>th</sup>***

Tel interview with Juliana Agalga, Senior Administrator.

Departure Prof Dei [but in regular contact]

Meeting Millar – Brouwers on Consortium Program

***Thursday July 5<sup>th</sup>***

Departure Dr. Brouwers

Working on report

***Friday July 6<sup>th</sup>***

Finalising Report



# Appendix 2

## Documents consulted for Captured Country Evaluation Ghana

### **A. Overall CAPTURED**

#### A.1 Project documentation

- Budget CAPTURED (Excel sheet)
- CAPTURED Project Proposal: A South-South research, education and development initiative involving Universities, Research Institutes, NGO's and local communities
- Captured year ending 2009 Composite Report
- Captured year ending 2010 Composite Report
- Captured year ending 2011 Composite Report
- Response to DGIS concerns (David Millar)

#### A.2 Publications

- Millar, Apusigah, Boonzaaijer (2012): Endogenous Development in Africa revisited. A systematisation of experiences. ISBN 9964-92-356-2
- Millar, Haverkort, Apusigah (2012): Learning Together. Developing Inclusive Knowledges and Sciences
  - Volume I: Concepts and Challenges in Endogenous Development, Education and Research
  - Volume II: developing inclusive knowledges and sciences. Towards operational methods for endogenous research, education and development
- Millar et al (2012): "Our Sciences". Indigenous knowledge systems of Northern Ghana.

### **B. Ghana**

#### B.1 Documents

- David Millar and Agnes Apusigah: FINAL ACCREDITED CURRICULUM. INTERNATIONAL DOCTORAL PROGRAM IN ENDOGENOUS DEVELOPMENT WITH UNIVERSITY FOR DEVELOPMENT STUDIES (UDS), GHANA.
- Paschal B. Atengdem (2012) University for Development Studies; External Review Report CAPTURED
- UDS Research Ethics Policy (prepared by CCIER; November 2008)
- UDS Ethics Policy (prepared by CCIER; May 2010)

#### B.2 CD ROM and DVDs Ghana

- Captured program documentation
- CECIK Kalbo Temalgo festival 2008
- CECIK: Songs and wise sayings by Kalbeo Community
- CECIK: CECIK support in community development intervention
- Seed Fair
- NEPAD and Culture
- Agromisa: Exploring Endogenous Livestock development in Cameroon



## Appendix 3

### Overview of assessment 5 capabilities (5C model)

#### **Capability to Relate.**

Pointers/indicators:

1. Linkages with diverse local communities are build and maintained
2. Linkages with other science groups and bodies are build and maintained
3. Link with policy makers and officials established
4. Linkages in coalitions with other actors like NGOs, private sector, media, schools, colleges, universities, etc.
5. Linkage with funding agencies/clients

At start (reconstruct 2007). Overall: weak capability
<ol style="list-style-type: none"> <li>1. Weak linkages with communities.</li> <li>2. Inexistent for ED.</li> <li>3. Unclear.</li> <li>4. Yet to be fully established and operationalized.</li> <li>5. In inception phase.</li> </ol>
Presently (end project 2012). Overall: fair to good
<ol style="list-style-type: none"> <li>1. Communities are involved in research in a grounded way. Development protocol unclear yet.</li> <li>2. Network Captured is established. Pan African linkages established and maintained. Growth scenario.</li> <li>3. Unclear, still to be determined.</li> <li>4. Coalition strategy unclear in terms of choice of actors and strategies. Established with NGO's, but relationship with NGO's seems to be in transition phase as most NGOs face difficulties. Bringing NGOs onto same intellectual wave length regarding ED. Strategy to be formulated with main players like FAO, WB, IFAD, potentially interested African Universities.</li> <li>5. Good linkages with various EU donors. PhD fees. Other potential markets unclear (private sector, UN organisations, foreign students, ...)</li> </ol>
Projection/suggestions for improvements (2017)
<ol style="list-style-type: none"> <li>1. Put in place an "engagement protocol" which links research, field dissemination and development.</li> <li>2. Consolidate African network. Relate to partners that can assist in strengthening writing skills for academic journals and other refereed publications.</li> <li>3. Establish stronger linkages with policy makers also outside education &amp; research (Min. of development, min of education, min of communication, min. of environment, min of health).</li> <li>4. Establish linkage with media for communication unit especially on visual documentation and participatory video productions. Scan private sector for (co-)funding of particular areas of ED (health, livestock, wild life; agriculture, ...). Position UDS vis-à-vis NGOs and projects in terms of training, evaluation, advice.</li> <li>5. Reconsider business case. Projects and PhD can be "cash cows". In addition, a few activities should result in new market-products combinations to innovate (on line documentation and advice, interested African universities, farmer co-operations, UN agencies, ...)</li> </ol>

### **Capability to Renew**

Pointers/indicators:

1. Use of opportunities and incentives
2. Examples of innovation in research practices (ontology, learning on IK and ED, exchange with other research groups, writing skills to produce articles, ...)
3. Examples of innovation in education (new type of educational practices, relation with field work, ICT supported learning, ...)
4. New products and services

At start (reconstruct 2007). Assessment: unclear, to be detailed
<ol style="list-style-type: none"> <li>1. With ED: just starting.</li> <li>2. Unclear, probably geared towards mainstream thinking on research standards &amp; practices.</li> <li>3. Unclear, probably geared towards mainstream thinking on education standards &amp; practices.</li> <li>4. Unclear.</li> </ol>
Presently (end project 2012). Assessment: good to excellent
<ol style="list-style-type: none"> <li>1. Captured outputs have been mainly achieved. Few examples outside Captured.</li> <li>2. Strong development in innovative ED research practice.</li> <li>3. See PhD curriculum. Elements like ICT support and follow-up with communities after field work to be considered.</li> <li>4. See examples new courses, research agenda, documentation.</li> </ol>
Projection/suggestions for improvements (2017)
<ol style="list-style-type: none"> <li>1. Explore opportunities in the domains of development (for instance specialise in ED and Sudanese agriculture) or linkage to development practice. Or “sell” the ED concept to interested African Universities and policy makers and engage in their capacity development.</li> <li>2. Build on current capabilities and further strengthen by making a focussed choice: writing competences, or trans- and interdisciplinary research, or research in community partnership, or ...</li> <li>3. Consider stronger ED mainstreaming in MPhil, orientation block for potential PhD candidates, use of ICT, profile in education related to qualitative research, .... Consider shorter organisation of MPhil and PhD period by focused intensive periods of study with good working environment.</li> <li>4. See 1-2-3 above: review strategy and decide on market-product combinations where UDS can excel.</li> </ol>

**Capability to Act & Commit.**

Pointers/indicators:

1. Committed and inspiring leadership
2. Resilience to address problems
3. Clear mission and mandate
4. Executive structures with legal basis are present

At start (reconstruct 2007). Assessment at start: good
<ol style="list-style-type: none"><li>1. Present but limited in number.</li><li>2. Strong determination to succeed has allowed Captured to take off and fly.</li><li>3. Initial ideas motivated UDS management and donor. ED "mandate" was still to be further detailed in UDS.</li><li>4. Clear backing by UDS and consortium partners.</li></ol>
Presently (end project 2012): good to very good
<ol style="list-style-type: none"><li>1. Clearly motivated individuals are present in UDS teaching and management staff. Institutional priorities to be made clear with vision/mission of UDS related to ED and mandate.</li><li>2. Remains good.</li><li>3. See 1. UDS could articulate more its future directions on ED and institutional priorities.</li><li>4. Well developed within UDS.</li></ol>
Projection/suggestions for improvements (2017)
<ol style="list-style-type: none"><li>1. Provide support (mandate, funding, institutional clarity) to motivated leaders.</li><li>2. Will maintain at a high level if provided by a clear institutional mandate, inclusion of a critical mass of graduated PhD students and stronger intra- and inter ED linkages.</li><li>3. See situation 2012.</li><li>4. To be checked in 2017.</li></ol>

***Capability to balance diversity and achieve coherence***

Pointers/indicators:

1. Allowing different views and perspectives to be expressed
2. Formulating a clear strategy
3. Finding a coherent niche and profile with clear products and services
4. Leadership committed to achieve coherence between values, principles and operations

At start (reconstruct 2007) Unclear/Good
<ol style="list-style-type: none"> <li>1. Unclear. ED at start was not clearly understood by other teaching staff.</li> <li>2. Clear project document which guided all partners.</li> <li>3. This was the main objective for Captured Ghana.</li> <li>4. Committed project management as well as UDS management.</li> </ol>
Presently (end project 2012) Good
<ol style="list-style-type: none"> <li>1. ED is a cross cutting topic which involves all departments and education as well as research. PhD students are coming from the different UDS units and their studies include various domains of research. Views and perspectives from outside actors could be more strongly explored and included.</li> <li>2. Strategy for the next phase seems to be at the stage of different scenarios each with their own institutional framework. Strategic choices to be made in the second half of 2012.</li> <li>3. Largely present and illustrated in the various processes and products (see interviews and documents).</li> <li>4. Committed leadership is present and shows ED values and principles in their own way of working and organisation of operations.</li> </ol>
Projection/suggestions for improvements (2017)
<ol style="list-style-type: none"> <li>1. Continue in the same vein but allow also other actors to engage.</li> <li>2. To be updated in 2017.</li> <li>3. To be updated in 2017.</li> <li>4. Assist leadership by 1) providing mandate and resources, and 2) add more capable and committed staff (graduated PhDs, external guest lecturers) to assure delivery of the program and build the bridge to the next phase.</li> </ol>

**Capability to Produce:** This is sufficiently detailed in log frame, self-evaluation and documented external evaluation with rich detail in type and number of outputs.

# Appendix 4

## Terms of reference

### *1.0 Introduction*

From 2008 to 2012 an international program has been going on: The Program for Capacity and Theory Building for Universities and Research Centers in Endogenous Development, briefly CAPTURED.

This program was funded by the Ministry of Foreign Affairs, directorate general for international cooperation (DGIS/DCO-OC) in the Netherlands. It involved the university for Development Studies in Ghana as main implementing agency, in cooperation with AGRUCO of the University Major San Simon of Cochabamba in Bolivia and the Foundation for Revitalisation of Local Health Traditions in Bangalore India. Cooperation with Compas and ETC foundation and expatriate support has been part of the program design. An international advisory board monitored the program and advised on a yearly basis.

The project was based on an agreement between UDS and DGIS and subsequent MOU between the other partners mentioned above. The project was carried out in line with the objectives and budget as specified in a project document that was agreed by DGIS as the basis for the funding.

### *2.0 Project origin and justification*

Many universities and research centres in the South use research methods, and teaching materials that are based on or borrowed from mainstream or Western sciences and technologies. This is generally being justified under the assumption that these sciences and technologies are universally applicable and relevant, irrespective of the economic, socio-cultural or ecological environment in which they will find their application.

Yet increasingly voices from the South as well as from the North express the need for research, education and project approaches that address the specific perspectives, needs and potentials of non-western societies and environments. In this way poverty alleviation and other efforts to reach MDGs can be responsive to location specific contexts.

Knowledge systems from Africa, Latin America and Asia have their own systematics, logics and theoretical backgrounds. They have their own worldviews, epistemology, methodology values and knowledge community. Hence they can be considered as sciences on their own. Indigenous bodies of knowledge are widespread but experience shows that they do not get recognition from formal scientific institutions, or support from governments. The need to revitalise Indigenous knowledge systems is felt widely in the partners' working areas and a number of promising initiatives are emerging from the efforts.

Hence, the need has been expressed for research, capacity building and development initiatives that combine elements of Indigenous knowledge with mainstream sciences, trans-disciplinary sciences and social learning with a participatory and actor perspective. This applies both to the South and the North but the need for adequate research and training materials is urgent for universities and centres in Latin America, Africa and Asia. In these continents Indigenous knowledges play a prominent role in the lives of various population groups. All three continents share a history of colonial and post-colonial dependence during which most of their Indigenous knowledge and sciences have not been consciously developed.

Primary and secondary education, but also vocational training and teaching at colleges and universities generally do not adequately prepare students to recognise, appreciate, use and improve Indigenous

knowledge. This education often has the effect to alienate students from their own cultural roots and does not contribute to the enhancement of the dynamics of the Indigenous knowledge systems. Modern education often makes the students ill prepared to work in their Indigenous environments. Often they are educated to embrace modernity and to reject Indigenous knowledge.

Modern knowledge, through the way it is presented in educational systems, generally substitutes Indigenous knowledge rather than that it complements it. Hence Indigenous knowledge is not systematically subject to innovative processes nor further developed through experiments, publications, and debates, like it is being done by modern knowledge.

The recent increase in interest in Indigenous knowledge and the increasing realisation of the limits of modern knowledge, coincides with a re-awakening of cultural identities and importance attached to Endogenous Development. The time seems ripe to systematically develop research methods, theories and capacity building materials that start with and build on Indigenous knowledges, and that complement them with knowledges from elsewhere.

At the same time, it is important to look for ways to integrate Indigenous expertise and experts in research and educational systems. Universities are usually not open to Indigenous knowledges and sciences. The standards and protocols used for accreditation and assessing research are based on international (external) parameters and criteria. A development towards an open/virtual university that accepts, incorporates and improves Indigenous knowledges and sciences is called for. This may require a rewriting of the university rules of the game and could possibly be organised per country, region or cross region. The model of an open university could be taken as point of reference.

UDSS, UMSS and FRLHT have been pioneering in endogenous research, training and development processes. They have built up a reputation in this field and have started collaborative activities with other research and development centres in their respective regions. This has generated a growing demand for support of research, capacity building and development activities. Through the Compas program they have established mutual exchange mechanisms. However each of these centres is faced with the difficulty of limited numbers of staff capable of handling this approach, lack of research methods and results, and has inappropriate or insufficient training materials for undergraduate and graduate staff development.

To address these issues this proposal aims at enhancing the capacity of these three pioneering institutions for them to serve as spear points for wider out-reach in their respective regions. The way to achieve this includes intensifying research and capacity building related to endogenous development; intra- and intercultural dialogue; the training and employment of additional staff; development of curricula and training materials; intensifying training at academic level through outreach activities and South-South and South-North exchange. To this end, in the context of the University Consortium for Endogenous Development UDS, UMSS, FRLHT and ETC/Compas have decided to intensify their cooperation and efforts and have formulated this proposal.

As the program is pioneering in addressing a worldwide issue to develop capacities in universities to carry out and support endogenous development, endogenous research and education in their respective regions, the program is designed as a pilot and the general objectives and other elements of the Log frame have been formulated in that sense .

The CAPTURED program therefore should test the design of the approach of university reorientation and determine what can be adjusted in planning and implementation on the basis of the experiences. It should lead to valuable insight in the generalizability of the process and indicate what has been missing in the pilot study so that it can be added to the full-scale experiment to improve outcome of larger scale application.



### **3.0 Program Objectives**

CAPTURED will specifically focus on capacity building of the institutions involved.

In the first 3 years it will focus on the capacity building of the three lead agencies, in the second part of the 5 year program it will outreach to 13 other universities in the regions. In the period beyond 2011 it envisages to play an important role as a strategic international network for endogenous development.

#### **Goal of CAPTURED**

To enhance the capacities of universities in the South to enable them to evolve programs (research, capacity building, and development) that will address poverty reduction, revitalisation of cultures and intercultural dialogues through Endogenous Development.

General objectives of the project are: Capacities for endogenous development related research, development, and training aiming at poverty reduction and revitalization of Indigenous knowledge systems built in 3 Higher Institutions in *3 pilot areas* of Africa, Latin America, and India in 5 years.

- Objective 1: To build capacities in 3 universities for an endogenous development program within 5 years.
- Objective 2: To establish linkages between the universities and field capacity building in endogenous development within the first 4 years.
- Objective 3: The three universities evolve networking/ collaboration and sharing systems on the experiences from the endogenous development program in the last 2 years
- Objective 4: Up-scaling the capacity building and establishment of programs for endogenous development related research, education, and development in 4 to 6 other universities or centres of learning in each of the 3 regions to start in year 5.
- Objective 5: Project Management and implemented established in year 1 and runs over the 5 years.

The sub-objectives, results, activities to be carried, outputs and means as well as the assumptions under which these can be realised have been spelled out in the log frame that is attached to this TOR.

### **4.0 Project implementation and available information**

The project has been implemented since 2007 and has reported every six months to DGIS both in a narrative form where the specific activities, products, outputs and impacts have been reported and in financial terms, where the budget spending were specified. So far all reports have been approved and accepted by the Donor.

According to the reports, the achievements of the program and the budget spending are more or less in line with the plans. But there are variations among partners and among the different activities which are to be explained by flexible management in the differences in circumstances.

In 2011 the three partners have carried out an internal evaluation and reports of these evaluation studies are available for the external evaluators as relevant- but not exclusive- source of information.

The partners have kept files where the different reports, as well as the different products are available, which are open to the evaluators. The partners also have formulated the perspectives and preliminary plans for future activities in line with the experiences gained so far and in line with the changing contexts in national and international policies and changes in institutions for higher learning and research.

The outcomes of the external evaluation will also serve to modify these plans so as to include the learning experiences of the pilot project in the design and methods used in the follow up programs and initiatives.

The project partners will make available the following documents and materials:

- The formal DGIS project documents with its justification, objectives, activities, outputs and budgets. In an annex to this TOR the original log frame of the Captured program is included.
- Possible approved modifications of plans and budgets as specified by each partner.
- Copies of annual progress reports over the past 4 years.
- A brief historical overview: How did ED emerge in the program, what were the institutional barriers to overcome, how has that been approached and what are the present institutional strengths and weaknesses of the institution to carry out ED in education, research and development.
- A report of internal evaluation by each partner, describing the activities carried out, the outputs and results and impacts as seen by the partners, with copies of products (publications, training materials, course outlines, number of students and graduates, curriculums, institutional changes, research reports etc).
- A list with suggested resource persons to be interviewed by the evaluation team, a contact person for the evaluation within the institution to provide logistic support and provide additional information will be provided as and when required.

## **5.0 External Evaluation**

### ***Purpose of the evaluation***

The purpose of the evaluation of CAPTURED is to assess the results (products and impact), to learn from the experiences in terms of strategy and efficiency, and formulate recommendations about the possible ways in which the program activities may be continued in each of the three cases and about the options for mutual cooperation and up scaling of the program in the future. The purpose of the evaluation is a combination of a formative and summative evaluation. Formative in the sense that recommendations will be identified for possible ways of program continuation in each of the three cases. Summative in the sense that the CAPTURE project model itself is evaluated for (potential) up scaling in the future.

The *research questions* that follow from this purpose are:

- a. To what extent have the planned activities been carried out and the results and outputs as mentioned in Log frame been achieved.
- b. What is the reason and justification for not fully achieving the results and outputs?
- c. Which products and outputs, which were not specifically planned, have been achieved?
- d. Have the activities been carried out in an efficient way? (Quality of management and scientific support staff, timeliness of decision making, quality of reports, flexibility and adaptability of implementation)
- e. In what sense have the capacities of the participating institutions for carrying out ED, ER and EE been enhanced (specify: knowledge, skills, attitudes, aspirations and number of staff; availability of appropriate research methods, educational materials, institutional support and organizational modifications).
- f. How have the results of the program been received by the traditional knowledge community, university, the university staff and students involved in the program, policy makers, other universities with which cooperation took place?

g. How much spin off and outreach has the program had so far and what are the perspectives for such spin off in the pilot region and beyond?

h. Which of the approaches and experiences can be used on a larger scale in the pilot region and beyond?

i. On the basis of the experiences, what should be the orientation, scope and strategy for future activities in ED, EE and ER in each of the three lead institutions, for intraregional and intercontinental cooperation and for up scaling the activities

### ***Unit of analysis***

Capture especially worked at University level. The program innovated by redirecting Higher Education to bring on board endogenous development into curriculum, teaching and learning. Therefore, the unit of analysis will be performance and capacity of the universities involved in the initiatives.

### ***Evaluation methodology:***

The evaluation will use a mix of methods. It will involve field work in Ghana, India, and Bolivia. The evaluation methodology should be carried out in the spirit of endogenous development. It will make the perspective of the local knowledge communities explicit and assess the capacity development activities and results in function of endogenous education and research.

The methods will include:

- Documentation review (see end part 4.0, p. 4, especially external review 2011)
- Interviews with key informants and group interviews
- Collect and assess data on curricula innovation, quality and quantity of acquired capacities of University staff applying the 5 capability model and Appreciative Inquiry (see below)
- Triangulation and validation of findings
- Write shop methodology to document lessons learned

### ***Evaluation team***

It is proposed that in each of these countries an independent evaluator (regional evaluator) will be contracted with expertise and experiences in the higher education and endogenous development. Beyond that an international evaluator will be contracted who will join the regional evaluators in the field work in the three respective countries. On the basis of this TOR they carry out the field work in the respective regions: study the files and relevant literature on ED and development policy, interview key informants and have group interviews. They will verify quantifiable and qualitative information related to output and products that was the outcome of the internal evaluation and assess the quality and relevance of newly developed curriculums, teaching materials, research methods, publications. They make an assessment of the quality and quantity of the acquired capacities of university staff and on drawing lessons for the future in case the experiences will be applied on a wider scale.

## ***Reporting***

At the end of the field work in each of the regions the regional evaluator and international evaluator make a draft report on their regional findings and present this to the main stakeholders (university administrators, regional coordinators of Captured, teaching and research staff involved in the program, PhD students) in each region. After that the final regional report will be made between the regional and international evaluator.

The international evaluator will go through this process for Bolivia, for Ghana and for India and will subsequently make a draft synthesis report, which will be presented and discussed with the Board of directors of CAPTURED. The final report will be made after this meeting and be presented to the board of directors of CAPTURED.

The evaluators will make a report (maximum 20 pages for synthesis report and maximum 20 pages for each of the three pilot institutions) containing:

- Description of the methods used for the evaluation: Documents consulted, persons interviewed, methods of data collection and assessment, and the interactivity with stakeholders.
- A description and assessment of the process of institutional development, educational development and research innovations as undertaken by each of the partners.
- Assessment of the project environment (relevance of ED, the socio-political context and perspective of ED in the universities in the region, new insights and perspectives of international cooperation).
- Assessing the project structure, coordination/management and international support.
- Assessment of the project activities, products, outputs and impact for each partner and for the program as a whole.
- Identifications of reasons for not having (or partly) successes and for achieving scheduled results.
- Lessons learned by the pilot program
- Suggestions for improvement and for future activities for each partner, for international cooperation and up scaling.

The synthesis report summarizes the conclusions of the three pilot regions and formulates general conclusions and recommendations for the way forward.

The final report will be not more than 20 pages and each of the regional reports shall not be more than 20 pages (specific information can be presented as annexes).

## ***Time frame***

- The regional evaluations may take 10 working days and shall take place in the months of May to August. The international evaluator team leader will participate in this activity for 7 days in each region.
- The presentation of the draft of the final report by the international evaluator to the Program Director latest by the 30<sup>th</sup> of September 2012.
- The final report will be presented to Program Director and BOD by October 1; 2012.

## ***Evaluation Principals and Standards***

Evaluation principles that will apply for this evaluation:

- ED is a central principle of the project. Therefore, in each country mission the evaluation should explicitly be open for endogenous ways of analysing, reflection and communication of findings. It also means that elements of self-evaluation should be built into the evaluation.
- Capacity building has been a core activity of the project and assessment of acquired capacities is a central part of the evaluation. Combined with the ED principle it is proposed to analyse changes in skills, competences, attitudes, capabilities and overall capacity with the principle that these were already to some degree present at the start of the project and/or might have been not recognised or acknowledged in the past.
- CAPTURE has worked on institutional development and innovation grounded in different societies. This means that the evaluation should be open for inter- and cross cultural differences in appreciating changes in institutional performance and differences in types of innovation.

The evaluation should maintain the following standards:

- UTILITY: To ensure that the evaluation will serve the practical information needs of intended users.
- FEASIBILITY: To ensure that the evaluation will be realistic, prudent, diplomatic and frugal.
- PROPRIETY: To ensure that the evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- ACCURACY: To ensure that the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the CAPTURE project.

## ***Stakes, stakeholders, evaluation use and consequences.***

The evaluation should take into account the stakes of the three country actors (UDSS, UMSS, FRLHT) and the project management and take care that the findings of the evaluation are presented in such a way that they can be used by the main actors and that these are aware of the consequences.

## ***Evaluation approach***

In view of the evaluation principals and standards it is proposed to apply a combination of Appreciative Inquiry with the Five Capabilities model. AI<sup>4</sup> builds on successes by first having a strong understanding why results have been achieved before proceeding by analysing what could not be achieved. The 5 C model is a mainstream model at DGIS to analyse capacity and how capacities have been developed. It allows to analyse internal capabilities within an organisation or society as well as how these change over time when relating to the context and other actors ([www.ecdpm.org/5Cs](http://www.ecdpm.org/5Cs)).

## ***Program country evaluations.***

The evaluation will start in Ghana (end June, first week of July) as this will allow also contact with the project management. Each country mission will be evaluated at the end of its program to see if improvements can be made in the design for the next country mission.

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<sup>4</sup> Cooperrider et al 2008: Appreciative Inquiry Handbook. Crown Custom Publ.

Program country mission (to be adapted according to each country preferences):

- Preparation (regional evaluator 3 days, international evaluator 1 day): read relevant background and project documentation, prepare logistics, etc.
- Day I: Briefing with country contact(s), Agree on logistics and documentation. Two evaluators and country contact prepare Day II
- Day II workshop with key partners. Creating a shared understanding of the evaluation methodology, timeline, calibration of indicators by participants, focus groups on key results achieved (intended as well as unintended), exchange, validation and summary.
- Day III-IV-V perspectives different stakeholders, resource persons, documentation, drafting of first findings
- Day VI Workshop with key stakeholders/project partners. Present key findings, reflect together in a joint analyses, formulate together lessons learned and best practice (apply write shop methodology), evaluate the country evaluation
- Day VII-VIII: write final Country case report

This report provides the findings of the Ghana Country Evaluation and is produced as part of the overall CAPTURED End Evaluation. After five years of support by the CAPTURED project the University of Development Studies has been able to achieve commendable results. It can be confirmed that the content of CAPTURED curricula for both MPhil and PhD studies are well-drawn and suitable for the programs. The content and delivery of the CAPTURED programs are within expectation.

A number of challenges have also been identified. One main challenge comes from an age-old culture where staff and students are influenced by the traditional educational system which has low regard of Indigenous Knowledge and practices with consequent preference for exogenous development. Another challenge is the observation that by mid-2012 there are not yet enough UDS professionals with the orientation and belief in ED. This will require additional support in the short term to bridge the period until PhD students have finalised their studies. The End Evaluation made 12 recommendations. The main recommendation is to decide on a clear UDS profile in terms of its Endogenous Development academic niche.

**More information:** [www.cdi.wur.nl](http://www.cdi.wur.nl)

