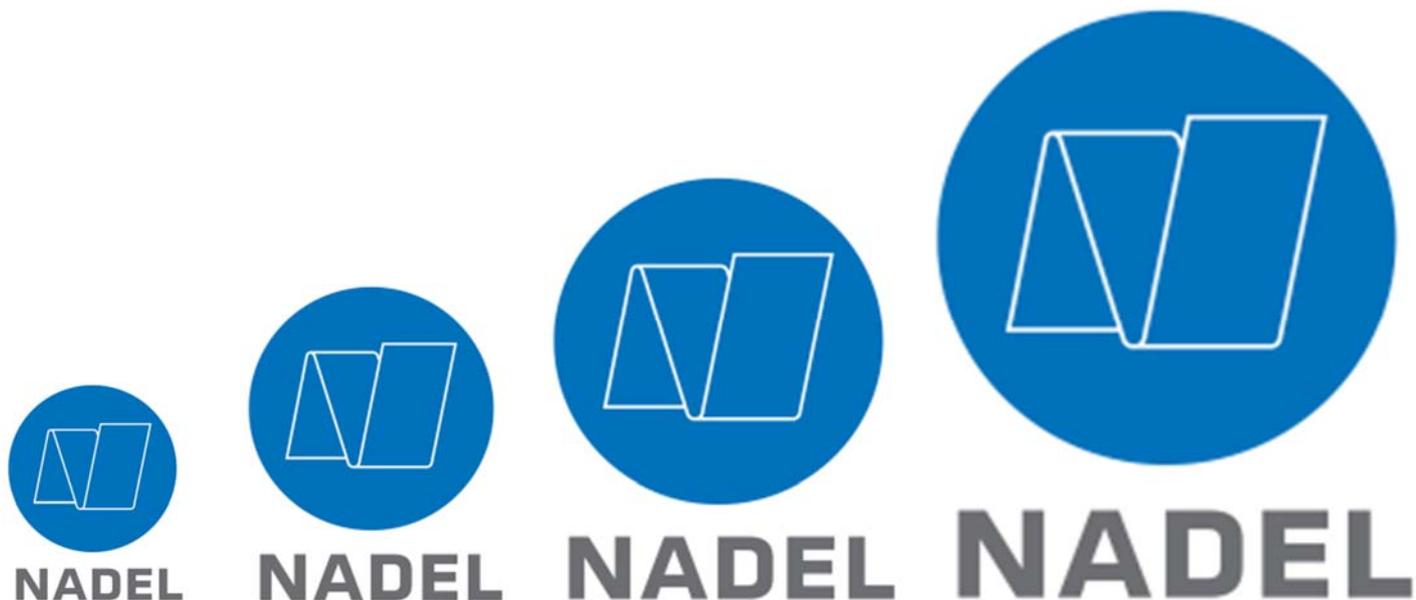


External Review of the MAS ETH DC-ETH

REPORT

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1 Executive Summary

In 2018, SDC mandated Ernst Bolliger and Regula Kyburz-Graber with the external evaluation of the MAS ETH Development and Cooperation (MAS ETH DC). The ToR for this evaluation are attached (annexe 1). Discussions with representatives of SDC and NADEL, analyses of relevant documents, and interviews with alumni and representatives of organizations employing graduates of MAS ETH DC form the three sources of information of this evaluation.

ETH started training staff for international development cooperation in 1970. Since its inception, SDC has been funding the project assignment as a key element of the training.

The MAS ETH DC – the formal name of the commonly called "NADEL MAS" – is well acknowledged among all Swiss organizations active in international development and cooperation (IDC). This was stated by interview partners of SDC and SECO, as well as by NGOs, foundations and private companies. The three parts of the MAS ETH DC (first study semester, project assignment and final study semester) provide the students with a broad and up to date understanding of development issues, skills for interdisciplinary and intercultural communication, practical experience, and tools and methods relevant for development cooperation. MAS DC graduates are recognized to be well trained for the start of a career in development cooperation; numerous graduates – after some years of professional experience – occupy a management or leading position within their organization.

ETH and SDC assure a complementary funding of the MAS. While ETH is funding the teaching staff and the infrastructure, SDC's financial contribution covers the costs for the project assignment of eight to ten months in a project in Low or Middle-Income Countries. This project assignment is seen as a key element of the MAS ETH DC – a unique feature, not included in other trainings offered on the market – that contributes essentially to the relevance and attractiveness of the training.

The curriculum of the MAS ETH DC combines theory with practice. The embedding of NADEL in the Chair of Development Economics connects it with research performed by members of the Development Economics Group (DEC). The cooperation with a large array of visiting lecturers from various organizations, the project assignment and the combination of [MAS](#) and [CAS](#) ETH DC students in the final study semester of the MAS connects it well to practice. The topics taught in MAS ETH DC can be attributed to the Sustainable Development Goals.

At the end of the first study semester the students have to pass an exam in each subject, according to ETH regulations. So far, NADEL did not apply an integrated exam approach. The same is the case in the final study semester (in combination with the CAS); students have to be present for an exam in each subject, often on different dates. On-line exams would be an option to avoid this tedious approach.

NADEL has a well-developed monitoring system; during the first study semester students provide feedback in two half-day workshops; contents, methods and cross-cutting issues are discussed and evaluated. During the project assignment (PA), a distant monitoring system helps to prevent and solve problematic situations.

The tracer study conducted in 2015 shows a high satisfaction of the alumni with contents and methods of the MAS ETH DC. It also reveals that more than 80% of the responding alumni had found a job in international development cooperation within 6 months after graduation.

NADEL, through the ETH School of Continuous Education (SCE), is actively propagating its offer; in addition, the NADEL team is present at the CINFO Forum, the most important job information fair on development cooperation in Switzerland.

For training purpose, NADEL is well connected with SDC, NGOs and foundations; opportunities for cooperation are defined on an ad-hoc basis to respond to current needs and trends.

Research performed by DEC is wrongly perceived as a NADEL activity by most partners. DEC and NADEL are two self-standing units, well connected with each other (annex 5). DEC is well

connected with research groups around the world. NADEL offers research-based teaching and shares IDC relevant research at DEC and other ETH groups with NGOs and other IDC actors in Switzerland.

Internationally, besides links to various Universities, NADEL is member of the network “Master of Development Practice”, a network of Universities offering MAS studies in development and cooperation. This network is formally established and has a big scope for more intensive activities, such as knowledge sharing, peer reviews, and benchmarking.

The evaluators recommend to NADEL ...

- ... to analyse carefully the changing context and the changing needs of the job market and their implications on the curriculum jointly with SDC, NGOs and CINFO
- ... further develop the quality assurance for the project assignment to avoid insufficient mentoring by host organizations
- ... make best use of networking at national and international level for training and quality assurance
- ... assure a good visibility of NADEL / DEC for training and research
- ... acquire consultancy mandates by NADEL staff to assure a close connection to practice
- ... assess alternatives to the existing exam system jointly with SCE
- ... share theory and evidence based research in expert discussions with applied research-development approaches

The evaluators recommend to ETH D-GESS / SCE ...

- ... maintain MAS ETH DC among D-GESS MAS courses
- ... assess alternatives to the existing exam system jointly with NADEL team
- ... have the position of NADEL manager (study director) tenured
- ... use scientific and public panels at ETH to present NADEL/DEC's role in Swiss IDC

The evaluators recommend to SDC ...

- ... continue the financial contribution to NADEL to assure the funding of the project assignment of MAS ETH DC
- ... provide platforms to NADEL/DEC to present research results and new trends in training in the domain of IDC
- ... communicate clearly expected return and needs (including needs for PA) to NADEL

The evaluators recommend to NGOs ...

- ... continue the cooperation with NADEL for project assignments
- ... continue acting as visiting lecturers and discussion partners with NADEL/DEC.
- ... participate in analysing and defining the needs of the Swiss IDC labour market

(Note: This list contains the most important recommendations.

For the full set, please refer to [Recommendations](#)).

2 Acknowledgements

It has been a challenging and interesting task to perform this evaluation of the MAS ETH DC – commonly called "NADEL MAS". We would like to express our thanks to SDC for entrusting us with this mandate.

We especially would like to express our thanks to all the interview partners ...

... first of all for their availability for a one hour interview during the busy end of the year period

... second, for the rich information they provided us with

... and last but not least for the open atmosphere during the interviews.

A special thank goes to the NADEL team for all the reports provided and the indefatigable availability to provide answers to so many questions coming up during our investigations.

It was a pleasure to learn so much about the course "MAS ETH Development & Cooperation" and to get into contact with all the interview partners.

Winterthur, January 21st, 2019

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3 Abbreviations

CAS	Certificate of Advanced Studies
CBA	Cost Benefit Analysis
DACUM	Develop a Curriculum (approach to define a job profile)
DC	Development and Cooperation
DEC	Development Economics Chair
DEG	Development Economics Group
D-GESS	Department of Humanities, Social and Political Sciences (Departement Geistes- Sozial- und Staatswissenschaften)
ECTS	European Credit Transfer System
FDFA	Federal Department of Foreign Affairs
HH	Humanitarian Aid (Humanitäre Hilfe)
HSI	Helvetas Swiss Intercooperation
GIZ	German Society for International Cooperation
IDC	International Development Cooperation
JPO	Junior Programme Officer
MAS	Master of Advanced Studies
MAS ETH DC	Master of Advanced Studies in Development and Cooperation
MDP	Masters in Development Practice (network)
M4P	Making Markets work for the Poor
NADEL	Centre for Development and Cooperation
OZA	SDC Programmes in Eastern European Countries (Ost Zusammenarbeit)
PA	Project Assignment
PCM	Project Cycle Management
PPP	Public Private Partnership
PSD	Private Sector Development
SC	Swisscontact
SCE	School for Continuous Education
SDC	Swiss Development Cooperation
SDG	Sustainable Development Goals
SIFEM	Swiss Investment Fund for Emerging Markets
ToR	Terms of Reference
ZfW	Zentrum für Weiterbildung (today SCE)

4 Introduction

4.1 History of MAS ETH DC ("NADEL MAS")

In the early 1970s, four ETH chairs took the joint initiative to create a postgraduate course in development cooperation (Interdisziplinärer **Nach**diplomkurs für Fragen der **Entwicklungsländer**, INDEL). In the early 1980s, ETH decided to reform, formalize and rename this initiative ([NADEL](#)) and hosted it within the Department of Social Sciences, today Department of Humanities, Social and Political Sciences (D-GESS). SDC has been supporting the postgraduate course NADEL since its inception. The financial support always has been focused at and limited to the costs related to the project assignment of the MAS students.

The Bologna reform has induced fundamental changes in ETH study regulations (ECTS system, financial resources for the MAS, etc.). The name NADEL changed into Master of Advanced Studies in Development and Cooperation (MAS ETH DC), while NADEL remained as a kind of brand, not least in the name NADEL - Center for Development and Cooperation (short NADEL), the institutional unit in charge of the MAS ETH DC. Also, most recommendations made in the external review 2004 have been taken up in the meantime. Further, the continuous internal monitoring and feedback system has led to changes and adaptations in the MAS programme (new subjects in the curriculum, changes in the didactical approach, examinations), as well in the related policy outreach and PR activities, and the service provisions of NADEL. Last but not least, there were several changes in NADEL staff in the last years. Key changes emerged from the handing over of the DEC chair from Rolf Kappel (upon his retirement) to Isabel Günther. Other staff turnover is due to the six-year term limit for senior scientists according to ETH regulations.

The acronym NADEL, meaning '**Nach**-diplomstudiengang für Fragen der **Entwicklungsländer**', does not correspond any more with the name MAS ETH DC. One interview partner questioned this fact: *"Is NADEL still called NADEL? Why is there no change?"* However, NADEL has become a well-known brand, and there should be good reasons to change it.

4.2 MAS ETH DC in a nutshell

The MAS ETH DC is composed of three parts:

- (1) The first study semester with mandatory and optional lectures and a multidisciplinary term paper: Its main objective is to lay a broad foundation of knowledge in the domain of international development policy and cooperation, in specific thematic domains, and in interdisciplinary communication and understanding.
- (2) The project assignment (PA) with on-the-job training abroad and a project thesis. The main objective of this part is to gain first-hand experience in a concrete context. The costs of the PA correspond to the financial contribution of SDC to the NADEL budget.
- (3) The final study semester with block courses and a final paper on development policy. The final study semester is combined with the CAS, open to practitioners, and thus fosters the contacts among (younger) MAS and experienced CAS students. The main objective of the final study semester is to familiarize with relevant tools, methods and approaches. In addition there are modules focused on specific thematic orientation.

All three parts of MAS ETH DC are integral part complementing one another; they combine theory with practical experience and reflection. As every study programme at ETH, the ETH MAS DC (NADEL MAS) is regulated by a study regulation approved by the department D-GESS and the ETH management. The whole [MAS](#) sums up to 66 ECTS points.

Complementary, ETH and SDC jointly assure the funding of the MAS. One could say, ETH and SDC are engaged in a successful joint venture.

4.3 Rationale for this review

The following impact hypotheses about the MAS ETH DC and more specifically, SDC's financial contribution to NADEL for the PA of the MAS, have been guiding this evaluation:

- The three complementary parts of the MAS ETH DC provide graduates with a highly recognized knowledge and skills base to start a career in development cooperation.
- SDC's contribution to the MAS ETH DC offers the possibility to the students to get a concrete field experience and thus adds essential value to MAS ETH DC (relevance, effectiveness and attractiveness of the MAS).
- MAS ETH DC enables 70-80% of its graduates to follow a career in IDC.
- MAS ETH DC is linked to research of DEC and ETH units, and to a network of development organizations; therefore it is up to date with current development and innovation.

ETH-internal reviews take place every seven years (last review in 2013/14). The external and internal reviews complement each other.

Considering all the recent changes mentioned above, SDC and NADEL decided to postpone the external review from the last credit period (2012-2016) to the present one (2016-2019). This decision made it possible to review major changes and adaptations of the MAS programme during the past years and their effects.

4.4 Methods

Briefing and Inception Report: In a first step after the inception meeting (briefing), the inception report comprises the understanding of the mandate and a plan for the further steps of the review. It was shared and discussed with SDC and NADEL for feedback and completion.

Review of documents: The following documents were available:

- Kreditantrag 2016-2019
- Evaluation report 2004 with annexes and management response NADEL, DEZA, ZfW
- ETH interner Evaluationsbericht MAS Kurse (SCE)
- Annual NADEL reports 2014, 2015, 2016, and 2017, with annexes
- MAS tracer study, internal version (2015) and external version (2016)
- CAS tracer study, external version (2017)
- Studienreglement NADEL 2016
- Semesterplanung NADEL 2016, 2018
- NADEL and DEC website

Semi-structured interviews: Discussions with NADEL management allowed to get in-depth information in addition to the information based on the documentary analysis. Interviews with selected partners based on semi-structured interview guidelines (see annex 4) increased the knowledge base. The 41 interview partners are listed in the annex 3. The selection criteria were broad coverage, different cohorts of alumni, sex, different types of employers. There is no claim for representative answers; but we consider making voices of clients heard as relevant.

We held interviews with alumni of different batches (from 2002/04 till 2012/14); thus, their feedback refers to rather different periods of NADEL and might contain arguments that are no more relevant since NADEL has made substantial changes in the meantime. The interviews were recorded in minutes and analysed in terms of consistent and differing propositions.

In the report we include "*quotations*" from the interviews conducted in German; so all "*quotations*" (*written in italic font*) are translations made by the evaluators and do not respond to the usual criteria of quotations, but still, they reflect what has been pinpointed in various interviews.

Draft report and restitution: Findings, conclusions and recommendations were presented in a draft report and discussed with SDC and NADEL staff in a joint workshop in January 2019.

Final report: Based on the feedback got during this joint workshop, the report has been finalized.

5 Findings

5.1 Organizational Embedding of the MAS ETH DC

5.1.1 Development Economics Group (DEC) and NADEL within ETH

NADEL is led by the ETH Professorship of Development Economics. The same Professorship also leads the Development Economics Group (DEC), which is separate from NADEL. Apart from the professorship, [NADEL staff](#) sums up to 470 job-%, out of which 150% (100% coordination of project assignments and 50% secretariat) are funded by SDC and 320% (280% lecturers and 40% administrative support) by ETH. NADEL staff assure coordination and teaching for both, MAS and CAS.

[DEC](#) comprises 1090 job-% out of which about 520% are financed by regular ETH funds (40% secretariat, 180% scientific staff, 300% PhDs) and 570% through acquired third-party research funds. NADEL is co-headed by Prof. Isabel Günther (simultaneously head of DEC) and Fritz Brugger (NADEL programme coordinator).

ETH is funding the MAS ETH DC as one of its offers of continuous education program. MAS ETH DC is recognised to be in the public interest as an important contribution to the professionalism of young staff of IDC and to fulfilling the Agenda 2030 for Sustainable Development in Switzerland.

ETH regulations limit the contracts of NADEL teaching staff to six years. This is – like the rotational system of SDC – an asset in the sense of new ideas and changing spirit, connected with the disadvantage of losing experience and needing time for getting acquainted with the job and – between mid-term and end of the mandate – looking for the next job. This regulation is especially critical for the NADEL manager in regard of the continuity of the study programme.

NADEL applies an interesting staff rotation principle. The tasks of a staff leaving the institute is distributed among several resuming staff while the person is still at NADEL, so there is always an overlapping period of some weeks or months, during which leaving and resuming staff can work together and assure a good management of internal knowledge and experience.

5.1.2 SDC and other Partner Organizations

SDC's contribution to the NADEL budget corresponds to the costs of the project assignment – one of the three essential components of MAS ETH DC. Regarding funding and strategic orientation, MAS ETH DC can be seen as a joint venture of ETH and SDC.

NADEL would not be well rooted in the organizational reality of the Swiss International Cooperation without the strong links to SDC, Seco, NGOs, foundations, and the private sector. For the courses offered in the two study semesters, the cooperation with numerous representatives of various organizations as [visiting lecturers](#) is essential. In addition, more than half of the project assignments are realized in cooperation with Swiss NGO's and, lesser in number, also with SDC and Seco.

NADEL staff assure the coordination among the different courses in various forms: acting as a responsible lecturer, acting as a co-lecturer, or as a coordinator-mentor-supervisor of out-sourced courses.

5.1.3 Financial Aspects

The costs for the MAS programme (CHF 5960) as well as the living costs during the two study semesters in Zurich must be covered by the students. The costs for the project assignment (travel, additional insurance, health checks of the students and a contribution to local living costs) are covered from SDC's contribution. Unlike the CAS ETH DC, the MAS ETH DC is not

self-financing; besides students' fees, ETH is financing the salary of 280% lecturers and infrastructure. Costs for teaching material and external lecturers are covered by income of NADEL consultancies and the CAS courses.

The low study fees and the possibility to work in a development context for eight to ten months with the SDC stipend makes the MAS ETH DC very attractive. Nevertheless, MAS is a full-time training and means to invest almost two years for studies without salary.

Contrary to MAS, CAS is designed to be financially self-supporting with 24 students and 1.5 trainer per course. Thus, the fees for one CAS training course of five days are of CHF 950.

During the interviews, there was the argument, SDC would pay for a luxurious training offer. Confronting this statement with the facts of the JPO programme (today a staff recruitment tool of SDC/FDFA), and assuming that both, JPOs and MAS students are productive during their project assignment in a project or in a cooperation office, this statement does not prove to be realistic. While JPOs get a decent salary (assumably CHF 60-70'000/a); NADEL students get only a contribution to their living costs during the project assignment (CHF1200-1'800/m depending on local costs of living), and a refund for flights, visa and upfront health check. Over a period of 10 months, a difference of roughly CHF 50'000 results. During the study periods, NADEL students cover their living costs by their own, while SDC continues to pay the JPO salaries, apart from further costs of the programme (training periods at the headquarter).

The figures estimated above are approximate, but not far from reality, based on the collected information (Kreditantrag NADEL, FDFA-HR).

Regarding the gained competence and field experience, the MAS ETH DC is highly relevant both for SDC and Swiss NGOs, while the JPO programme serves exclusively SDC purpose.

5.2 MAS Study Programme

The topics of the MAS are defined in the study regulations that are updated regularly to keep pace with the dynamic changes of the development context (last revision in 2016).

The MAS study programme aims at providing the students with a broad and cutting-edge understanding of development issues, interdisciplinary and intercultural communication skills, first-hand experience in a development context, and tools and methods. *"At NADEL, we aim at training specialists who are capable to creatively communicate with other specialists."*

What are special strengths of NADEL alumni? NGO managers are happy with the competences of graduates of MAS ETH DC. An interview partner expressed it like this: *"They are especially able to seeing the big picture, identifying challenges, making the link to project contributions, combining knowledge and skills, knowing where to get information."*

5.2.1 Admission

Out of about 100 interested applicants, 24 are selected in a three step procedure: (1) Screening of the formal academic qualification by SCE; (2) Pre-selection of about 50 applications based on the submitted files by NADEL; (3) Interview of about 45 minutes (held by two NADEL staff and one representative of an NGO or SDC/Seco) and written essay in English.

This procedure guarantees a high qualification and motivation of the students.

Apart from the formal admission criteria, the selection focuses on: (1) Professional experience, (2) Motivation and professional vision, (3) Multidisciplinary students' group.

Alumni rate the admission procedure as highly demanding. Critical remarks concern the selection criteria for admission that are felt to be not transparent enough (e.g. the rule of multidisciplinary groups of students: *"As an economist, do I have to compete against the other economists?"* or: *"I tried twice, in the first round I was rejected due to missing experience – two years later I almost had been refused due to over-qualification."*) This experience of an older alumni

does not correspond to today's practice at NADEL: *"We never communicate reasons for rejection or acceptance!"* There is another feedback that obviously does not correspond to the reality, but nevertheless documents the perception of a concerned person: *"Professional experience after the basic Master is declared as a condition for admission; but still there are exceptions; this is unfair against those who did not apply, because they followed the rules."* Professional experience is not an admission criteria.

So far, NADEL is satisfied with the mix of students applying for MAS ETH DC (academic background, different universities, age, sex, professional experience). However, does NADEL try to avoid missing new approaches in due time? Members of the political advisory board raise the question whether the admission procedure is sufficiently future oriented.

5.2.2 First Study Semester

Teaching at NADEL differs from classical lecturing at Universities. The methodological approach – besides providing core inputs about relevant topics – fosters thematic analysis, interdisciplinary exchange, and critical thinking.

Alumni express contrary opinions about the topical courses: Some like them; others feel they are of too low level (especially for already known subjects) or irrelevant (*"too specific aspects of technical topics"*) and would like to see them replaced with additional interdisciplinary work or more intensive studies of IDC specific topics (development economics, political dimension of IDC, alternatives to the 'traditional IDC', livelihood approach, human rights based approach (HRBA), and ethical questions). Also learning from failures (*"projects that did not work"*) are mentioned as good (but often missed) learning opportunity. Since 2016 most of these aspects have become part of the curriculum.

During the past years, additional (and elective) subjects have been added to the programme of the first study semester in order to allow for a choice and specialization. At present, five (compulsory) core and six elective [courses](#) are part of the [programme](#). The changes made in the past five years respond well to the alumni feedback.

Courses in English are welcome; they help students to get used to English expressions ('IDC-slang'). Courses in French (or more courses in English) could perhaps attract more students from the French part of Switzerland.

During the first study semester, the initial team-building week in Valbella and the special courses serving as focused preparation for the project assignment (intercultural communication, PCM, facilitation (moderation), health, security) are well appreciated by the alumni.

NGO interview partners state missing elements in the first study semester, such as project implementation through local NGOs (with new roles and challenges for Swiss NGOs). *"PCM should include financial and personnel management and alternatives to the LogFrame (tool that is too difficult for small local NGOs), tender and acquisition of projects, fundraising."*

Students write a term paper in multidisciplinary groups. A development issue is selected in cooperation with SDC and subdivided in eight sub-topics (eight groups of three students). SDC staff are involved during the two days presentation of the term papers. Interview partners recommend a stronger involvement of SDC's thematic networks into the mentoring system for the term paper. Students' experience with the term papers is either good or rather tedious, depending on the composition of the group; term papers are challenging in any case. Students welcomed mentoring for this work; the more active groups spotted external mentors.

5.2.3 Project Assignment (PA)

The PA is seen as the most important part of MAS ETH DC as well by alumni as by other groups of the interview partners (*"most important part of MAS", "core experience"*).

To select a project assignment (PA), students write a personal file declaring their capacities and interests in the PA. The files are sent to interested organizations (or organizational units). The

24 students get up to 10 proposals for a PA, out of which they select the most appropriate one. This procedure works like an inverse job market: *"Jobs look for people, not people for a job."*

One NGO resumes the strengths of this match making process for the PA: *"We have to be very clear what we expect; we make sure it is attractive; there is the possibility to define a tailor-made job offer; it gives power to the students without negative effects; for trainees it is good to know that the organization is appreciative."* *"This 'inversed job market' assures to find the best suited people for internships!"* This match-making approach also proves, that NADEL students are most welcome; they are well qualified to perform relevant work in a project at low cost.

NADEL asks for a security feedback right after the start of the PA, for an intermediate report after two months and a mid-term report after four months. In between, NADEL is open for feedback and mentoring services on demand. A debriefing of the PA ideally takes place three-fold: (1) At local level with the project manager or project team, (2) back home with the host organization, and (3) with NADEL staff.

For a part of the alumni, the PA is connected with bad or doubtful memories (*"My first choice was rejected"; "The match making between students and available postings produced heavy stress for some students"; "The ToR were not clear, the mentoring during the PA was not clear, two persons, one local, one in Switzerland, were contradicting one another"*). But after all, most of the alumni perceive the PA as a worthy experience, be it a smooth (~75% of all PA) or rather difficult one (~25% of all PA): *"The PA is one of the rare opportunities for a concrete experience in the field."*

As a lesson learnt, one alumni states: *"Most important are clear ToR for the PA, agreed by NADEL, partner organization and concerned student."*

Most PA offer only limited opportunities for applying PCM tools at a large scale. Specific studies often fit better into the time frame of 8-10 months and correspond better to the needs of projects. However, formal research projects would be too demanding for the limited period.

Most host organizations invest time in introducing students well into their organization. Successful PA often continue with a job after graduation offered by the host organization.

During the project assignment, students write a project portfolio about their work or establish a collection of written documents during the PA. From 2016 onwards, this project portfolio is presented in short form ([Pecha-Kucha method](#)) during the final study semester. This short form provokes also reactions: *"PA experience should be better reviewed and linked to the context"*. With this statement an alumni expressed that he/she missed an in-depth feedback regarding his/her presentation about the PA in rather specific conditions.

5.2.4 Final Study Semester (in combination with CAS)

The final study semester is organized in combination with the CAS. This combination of MAS and CAS students allows for a bigger number of courses offered and fosters the experience exchange among students. [Twenty courses](#) are offered and six are needed to fulfil the ECTS requirements. While MAS students like the company of CAS students for sharing experience, CAS students like the fresh mind of MAS students, but regret the limited scope for experience sharing. There is a slight tendency for MAS students to form 'closed' sub-groups.

For the final study semester, NADEL staff and [visiting lecturers](#) from various organizations are cooperating and thus provide a good rooting of the modules in theory and practice. Among interview partners, this approach is perceived to be a triple-win-situation for students, NGOs and NADEL.

During the final semester, MAS students write a [policy-oriented essay](#); this is a critical and analytical reflection of a contemporary policy issue in the country of the project assignment. Best papers have been selected and further developed to policy briefs. As some alumni report, the papers are useful as part of the application documents for jobs after graduation.

The term paper, the project portfolio and the essay together are equivalent to the master thesis.

Many students appreciate, that the final study semester can be spread over a longer period and thus, professional activities assuring an income are possible.

5.2.5 Examinations

NADEL is participating in the project "Innovedum". Exam questions at higher cognitive level (see [Bloom: Cognitive Levels of Learning](#)) are standard for the first study semester (MAS) and tentatively applied for the final study semester (CAS-courses). The focus is on application of knowledge and skills in a concrete context. Use of two pages notes (first study semester) and the entire study material (final study semester) is explicitly allowed. For the first study semester, the focus is on thematic knowledge and the interpretation in a concrete context (e.g. Truman declaration: What is still essential in today's context / what has become obsolete?).

For CAS courses, there is a defined exam day for each subject (open book, one hour – conscious time stress). CAS (and MAS) students have to be present several times for the respective CAS exams, which is very inconvenient for the students. The option for on-line exams is pending and depends on ETH approval.

Alumni are rather critical vis-à-vis this rather small meshed exam system, especially in the first study semester. Generally, they feel it is fine to resume the contents of the different subjects. An interview partner suggests: *"A short test of basic knowledge in each subject and an integrated concrete task to solve would suit well"*. Others take it rather easy: *"I cannot miss the exam since my PA is already signed!"* But this is a wrong assumption; students who fail the exam have to retake after three weeks. If they pass, they can leave for the PA; if they fail a second time, they have to terminate the MAS as defined by general ETH regulations. To date, this happened twice. Those who had no examinations (cohorts up to 2008) are happy for the experience of a stress-free MAS, but admit the need for repetition and knowledge assessment.

NADEL staff practice an internal mutual check and monitoring of the exam approach. There is a positive interdisciplinary effect of this practice: NADEL staff are quite familiar with each other's topics. This effect is lesser with outsourced training units. Correction processes are not submitted to mutual quality check.

5.2.6 Mentoring

NADEL staff are accessible as mentors throughout the whole MAS, especially for the term paper in the first study semester and for the essay in the final study semester. Alumni acknowledge this principle of open doors.

The coordinator of the PA assures a mentoring during the PA period for difficult cases that cannot be sorted out between the student and the host organization. In almost ¼ of the cases, alumni are not satisfied with the mentoring by the host organization during the PA.

In 2016, NADEL started installing a "godmother/godfather" mentoring system among alumni of subsequent courses to deal with stress and open questions of study, exams, project assignment, term paper, etc., a system that is well appreciated by the students.

The most recent and most intensive mentoring among the students happens on social media.

As a general trend, NADEL staff perceive an increasing need for mentoring as compared to earlier years.

5.2.7 Transition from MAS to job market

In its last section, the [MAS tracer study](#) provides information about the career path of the alumni. 55% of the responding alumni found a job immediately after graduation, within 3 months 70% had a job, within six months 87%, within 9 months 97%. 77% mention that their job is highly related or related to the MAS contents.

The tracer study also informs about the first four employments.

For the first employment, 1/3 of the alumni found a job with NGOs, 1/6 with bilateral organizations and about 1/10 each with public sector, international development organizations, foundations, universities and private sector.

In the fourth employment the rate goes back to 1/5 for NGOs, doubles for bilateral development organizations and slightly increases for public sector, international development organizations, and private sector. As fourth employment, none alumni has a job in foundations or universities. The numbers for the fourth employment have yet to be treated carefully as the sample size is much smaller than those concerning the first employment.

On the labour market, MAS ETH DC or CAS ETH DC is an advantage. *"NADEL is a strong plus for an engagement."* Often graduates look for a job in Switzerland (headquarters) and not in the South, due to personal reasons or family situation. Based on good experience during the PA, Swiss NGOs (and in fewer cases also multilateral or foreign organizations) happen to offer an immediate employment to graduates.

The CINFO study '[Swiss labour market in IC](#)' (2015, up-dated 2017) informs well about the present situation in the labour market. This information is accessible to MAS students. Also the career advice service of CINFO is accessible to MAS graduates. In addition CINFO gives several inputs on career development to MAS students during their study.

5.2.8 Monitoring

All MAS courses are evaluated twice per semester. Students evaluate all lectures on a [Likert scale](#) regarding contents and methods. In addition, the students express their feedback on cross cutting issues in a half-day workshop. CAS modules are evaluated at the end of each course, since spring 2018 on-line by SCE. The exams are an additional important source of feedback.

A 'moment fort' of long-term monitoring are the two tracer studies. The [MAS tracer study](#) comprises the period 1994-2012, the [CAS tracer study](#) the period 2000-2014.

134 out of 206 alumni (65%) responded to the MAS tracer study. Out of a total of nine questions, three concern the origins of the students, four the study programme and two the career path.

For the NADEL evaluation 2004, there is no specific monitoring about the implemented changes apart from the immediate management response to the evaluation report. However, ETH and other informants state, that NADEL has moved towards a more international orientation, broader understanding of development issues, including more actors as visiting lecturers, and connecting teaching with research. There is a clear trend to respond to individual needs with elective courses.

5.2.9 Alternative offers around NADEL

According to CINFO, MAS ETH DC is one of more than [200 training offers](#) in Switzerland with a link to development issues. Print material about "NADEL" (MAS / CAS DC) is not available at CINFO. Obviously, the institutional partnership with CINFO could be fostered.

5.3 Perspectives

5.3.1 Vision IDC 2030 (International Development Cooperation)

In future, Swiss IDC will be confronted more intensively with issues such as migration, security and public-private-partnerships. Political expectations, such as inclusion of the Private Sector, referring to these issues are expressed in the Parliament.

According to preparatory papers for the dispatch on Swiss IDC 2021-2024, SDC will concentrate its activities in four regions with specific orientations: (1) North Africa and Near East, (2) Sub-Saharan Africa, (3) Central, South and Southeast Asia, (4) Eastern Europa (without EU-States).

Various voices also predict changes: *"The time of small projects is gone – the future will be about innovative approaches. NADEL could contribute to develop, analyse and review suitable innovations."* *"NADEL should train students in managing basic tools such as PCM, but beyond also in the capacity to think in new perspectives, to create innovative approaches."* *"IDC is moving from the 'logic of projects' to a 'dialogue development policy' at national level. NADEL will have to adjust to this trend (innovation hub, learning partnerships with universities in the South, nexus humanitarian aid and development). NADEL should be able to anticipate needs and accordingly orient teaching and link to relevant research. The challenge is to be one step ahead of SDC!"* NADEL already has reacted to such forecasts by offering new courses; however, due to the elective system in the final study semester, only part of the students seize these opportunities (e.g. whole of governance, matching funds, sustainability (SDG), as well as cooperation with local NGOs for the implementation of projects). But – as NADEL states – there is also a limitation: *"With CAS courses we have the experience that people do not attend future oriented courses."*

Do NADEL alumni go for development cooperation or diplomatic career? Taking into account that FDFA (Federal Department of Foreign Affairs) is more and more integrating development activities into Swiss Embassies, future students might be interested in acquiring competences for combined jobs. However, in addition to the difficult access to such a job, there is an institutional dilemma: The goal of Swiss diplomatic representation abroad is to defend Swiss interests, while development cooperation (as defined by Swiss Law) is to support the interests of the underprivileged and poor in the respective countries.

NGOs, Foundations, Private Sector, they all have specific and diverse expectations according to their approaches to and scope for future development cooperation. NADEL's challenge is to be attentive to changes in IDC and open for future orientation of the study programme.

Critical voices challenge NADEL team for a stronger involvement in the ongoing policy dialogue: *"What is NADEL's role in the discussion of the Agenda 2030? NADEL should be more visible in and invited to annual conferences (SDC, OZA, HH), conference of SDC Country Directors, conference of Ambassadors, FORAUS, etc."* and state: *"NADEL could contact EDA-Info, SDC Directorate, thematic specialists more actively."* *"I do not expect, that the NADEL mandate in the present form will continue for another ten years without important changes."* Such expectations show the interest in NADEL teaching experience and DEC research results to contribute to the Swiss IDC think tank. However people probably overestimate the size of NADEL team (380 job percent). Almost all interview partners perceive NADEL and DEC as one unit and commonly call it NADEL. This misinterpretation might be due to the fact that Prof. Isabel Günther heads both units and several persons have activities in both units; so, this is a communicative challenge for NADEL/DEC.

5.3.2 Present MAS and alternatives

The evaluation made in 2004 included two alternative suggestions to the then existing MAS: Offer oriented to IDC management staff and an international opening of the MAS.

Discussing these two options today with different stakeholders, provokes clear arguments against the two suggestions:

- The present MAS serves the Swiss market and responds to expressed needs; an international orientation would abolish this focus.
- For an international opening of the MAS, NADEL would have to re-define the expected professional profile (with the differing needs of North and South organizations and institutions) and also the admission criteria.
- For management training, management staff of SDC and NGOs go for training offered within the CAS programme or for trainings offered by other players on the training market.

- CAS courses could get a more international touch (participants, lecturers, case studies); however, too heterogeneous participants in one course are hampering the quality of the training.
- NADEL can gain more international touch in public events and in establishing a more intensive cooperation among the [MDP network](#) (network of Universities offering Master trainings in Development Practice).

In the past years, the SDC JPO programme has been an alternative to NADEL. Today, the JPO programme is closed and will be replaced by the 'concours'-system of FDFA in the three domains 'consular', 'diplomatic' and 'IDC'. Today, the JPO programme (concours) is an FDFA recruitment system, whereas NADEL trains people for all Swiss organizations and organizations Switzerland is a member of.

A comparison of the financial aspects between MAS and the former JPO programme is made in this report under [Financial Aspects](#).

5.4 Needs and benefits of different stakeholders

With the risk to repeat a few items already discussed, this chapter summarizes the mainly felt needs of (1) students, (2) Swiss IDC NGOs, and (3) SDC.

5.4.1 Students

The interviewed alumni confirm, that their expectations in the training have been fulfilled to a large extent. *"NADEL has been 10 times better than my first Master studies!"* Most important contributions to this success are:

- MAS general approach: (1) well-designed MAS concept, (2) openness and flexibility of teaching staff, (3) interdisciplinary interaction with other students (MAS and CAS) in group work and discussions, (4) project assignment (PA).
- Topics touched during the MAS: (1) broadening the knowledge base in complementary subjects to the original master, (2) solid basis in development economics, (3) sensitivity for intercultural aspects, (4) tools and methods (PCM, facilitation, etc.), (5) health and security (as preparation for the PA).

Alumni also list felt shortcomings: (1) management (finances, budget), (2) alternatives to the traditional IDC (private sector approach, impact investment, foundations, etc.), and impact measurement. *"There is a lack of in-depth discussion on development policy; the neo-liberal approach of ETH is too dominant."* With recent adaptations (since 2016: Applied Statistics and Policy Evaluation, and since 2017: Corporate Responsibility and Development), NADEL has already reacted to some of these needs.

5.4.2 Swiss IDC NGOs

Swiss IDC organizations are happy to welcome motivated and qualified interns for the PA and suggest concrete tasks and appreciate the achievements of many internships.

For the definition of the job profile, Swiss NGOs suggest a better coordination of offer and demand. The existing nexus of a half day workshop is fine for minor adjustments. Every five years the labour requirement of the Swiss IDC market should be analysed more carefully.

Critical remarks from NGO side concern the PCM approach. For some, the PCM approach is too narrow; it should include aspects like budgeting and finance, personnel management, tender and offer system, monitoring of projects implemented by local NGOs, and coaching of local NGOs. For others, the PCM approach is too rigid and too demanding for local partners; they expect more flexible tools than LogFrame for planning, monitoring and evaluating projects.

Some NGOs opt for an opening of the traditional project approach towards private sector development, matching funds, etc. and accordingly for alternative modules. Some other NGOs

with human rights oriented programmes opt for more intensive discussions about values and approaches of IDC. Thus, expectations for training modules range from economic approaches to human rights approaches.

Several interview partners appreciate the methodological competence of NADEL staff. *"Good balance between methodological rigour and common sense."*

In 2018 seven students opted for a PA in a GIZ-project and half for Swiss NGOs (of which six students opted for a Caritas assignment). This fact provoked questions among representatives of Swiss NGOs. *"What are the selection criteria? How is the mentoring of students done? Does NADEL focus on the Swiss or the European IDC market?"* In general, everybody agrees that the match-making process for the PA is a good one. Since it is a 'market oriented system', sometimes one organization gets many students, others few. In the past years half of the students were either going to Helvetas or Swisscontact. As described in chapter [Project Assignment](#), the match-making process challenges the NGOs to come forward with good proposals. Experience shows, that the number of PAs in an organization is directly correlated with the number of offers made by the organization.

5.4.3 SDC

SDC's thematic unit Employment and Income (E&I) is satisfied with NADEL training offers like PSD (Private Sector Development) and M4P (Markets for the Poor). CAS courses are an important training offer for SDC staff; SDC regularly books five places in the course about PSD/M4P.

Themes like climate change and migration are part of the curriculum; however new forms of IDC (trends) are missing. Today, capacities of importance for SDC staff are:

- Analysing up-coming issues in the context of development economics
- Handling diverse tools in a flexible way
- Establishing cooperation with partners (from local NGOs to international organizations)
- Differentiating between sphere of SDC and SECO
- Applying strategic view and systemic approaches
- Managing tender procedures

Regarding PCM, SDC acknowledges the importance of mastering the set of basic skills, but also mentions needs beyond, similarly to NGOs (see previous chapter). SDC specially acknowledges the on-line PCM training and the module on cost benefit analysis (CBA) that is used actively by partners in the South.

SDC representatives expressed their astonishment about the little number of interns within the SDC structure. SDC no more acting as direct project implementer partly explains this fact. SDC as a funding organization of the MAS has a genuine interest in productive contributions to own projects and services. *"This funding modus makes a focus on the Swiss IDC market compulsory."*

Finally, FDFA-HR states: *"The cooperation with NADEL is complaisant, supportive, uncomplicated and professional; we are happy that NADEL exists – a competent partner!"*

5.5 Teaching – Research – Services – Networking – Policy Dialogue

5.5.1 Teaching

[NADEL staff](#) are responsible for the course programme of [MAS](#) and [CAS](#). In order to diversify the resource base and to connect students with the real development practice, NADEL establishes partnerships for the different courses. [Guest lecturers](#) from ETH, Universities and research organizations, NGOs, and independent lecturers intervene in courses.

The curriculum is constantly adapted. In an annual workshop with about ten to twelve NGOs and SDC, NADEL presents its analysis and plans for the coming period and adjusts it to the

expressed needs. The political advisory board reviews the proposals in a short meeting right after the workshop.

5.5.2 Link to Research

[NADEL staff](#) is in close contact with [DEC staff](#) that is active in [research projects](#) focused on Sub Saharan Africa. Hence, the teaching within the MAS DC is based on research results. For research proposals, such as "SDC would welcome a research contribution to the topic 'Rule of Law'.", NADEL/DEC needs more specific orientation or even better, a mandate to react appropriately.

As said above, several interview partners are not informed about the DEC research programme; furthermore, they do not differentiate between DEC and NADEL. *"I do not perceive what NADEL research is about. NADEL should be more pro-active in diffusing its research results." "NADEL is strong in teaching tools and methods; there is a big potential to foster the link between practice and academia."*

Linking the PA with research – suggested by interview partners – is found to be not realistic, given the time frame of 8-10 months and the high requirements for evidence based research.

5.5.3 Services (consultancies)

NADEL provides [consultancies](#) to organizations and projects in the South. This connection to practical experience is the best guarantee for constantly up-dating the training contents with current examples and concrete challenges of development cooperation. The most important selection criteria for consultancies is the close link to training issues. After the retirement of the former study manager, NADEL should be vigilant to acquire more mandates in the South and East in addition to mandates in Switzerland. NGOs confirm, that consultancies performed by NADEL staff depend on the personal profile of the consultant and not on the trade 'NADEL'.

5.5.4 Networking

NADEL is member of the network '[Masters in Development Practice](#)' (MDP), a network connecting universities with a master training in development cooperation. The interactions in this network are rather limited; there is room for more.

NADEL is represented in various boards inside and outside ETH, for example [KFPE](#) (Kommission für Forschungspartnerschaften mit Entwicklungsländern), [SDSN Switzerland](#) (Sustainable Development Solutions Network), [ISTP](#) (ETH Institute of Science, Technology and Policy), [World Food System Centre \(ETH\)](#), [EduCOP](#). NADEL is a member of the latter, a Community of Practice of course supervisors from training institutions in Switzerland offering IDC-related studies and courses. [EduCOP](#) is induced and hosted by CINFO. The CINFO forum (known to be the 'biggest Swiss IDC fair') assembles stakeholders from different sectors (2018: 4 public, 16 training, 22 NGOs, 22 multilateral and international organizations). This is an interesting opportunity for NADEL, both for PR purpose and for networking and benchmarking.

With the [NADEL Newsletter](#), NADEL is connecting with an interested public.

Finally, NADEL and a core group of alumni tried to create an Alumni association. So far, this association did not develop durable activities. However, alumni often meet regularly among their former study groups and thus keep a networking at a more personal level.

Some interview partners state that NADEL rarely approaches them with innovative ideas, though they would be open for a more interactive networking (CINFO, SDC). *"Are NADEL training offers visible on SDC platforms? How do we manage SDC staff perceive and claim NADEL training and services?" "NADEL could/should pro-actively contact new staff (members of the SDC directorate, responsible staff of thematic networks, and cooperation offices)."*

5.5.5 Policy Dialogue

At present, NADEL's policy dialogue is focused mainly on two issues: (1) Evidence based policy making and (2) Policy coherence. NADEL participates in the policy discussion with 3 to 5 [events](#) per year. Most events are co-organized by NADEL and one other institute or organization. In addition, NADEL publishes [Policy Briefs](#), part of them written by alumni based on their essays of the final study semester. Participation in the policy dialogue is a key to keep the training offer future oriented and related to the SDG (see also [Vision IDC 2030](#)).

Some alumni mention that *"SDC has been leaning back; SDC should be more present in NADEL, e.g. in the discussion of the agenda 2030."* *"Policy essays (e.g. impact measurement, global sustainability) could get more weight through more intensive interaction with SDC."*

Interview partners suggest NADEL/DEC to increase its contribution to the policy discussion based on research results of DEC and ETH.

6 Conclusions

The conclusions are presented as answers to the questions raised in the ToR of this review (annex 1).

6.1 Relevance

<p>What significance does NADEL's MAS have for capacity building for Swiss international development cooperation?</p>	<p>MAS ETH DC has a very good recognition within ETH since the last reform of the MAS (coordinated by the SCE). <i>"NADEL is an important brand of ETH"</i>.</p> <p>The topics taught in MAS ETH DC are linked to the Sustainable Development Goals.</p> <p>The PA of 8-10 months is an USP (unique selling proposition) of NADEL and differentiates it from all other training offers. <i>"The long project assignment of 8-10 months adds a unique value to this training; there is no other comparable training."</i></p> <p>All interview partners unanimously acknowledged MAS and CAS ETH DC as a very useful training that opens doors to a career in development cooperation. Job placements of NADEL alumni in public administration, NGOs, foundations, and private sector confirm the statements. <i>"One of the most relevant postgraduate trainings; the only one that really connects theory with practice!"</i> <i>"NADEL is an important contribution to qualified new staff of Swiss IDC."</i></p> <p>The tracer study shows a big significance of the training, seen from NADEL alumni side as well as from employers' side (NGOs, foundations, public offices, etc.).</p>
<p>Does the MAS curriculum meet the demands of students and other actors in international cooperation? How are these demands revealed?</p>	<p>The first study semester fosters interdisciplinary knowledge and communication skills (complementary elective modules to already acquired masters, group discussions, and interdisciplinary term paper in mixed groups). The project assignment provides students with practical first-hand experience, supplemented by the project thesis. In the final study semester students can choose from a large offer to satisfy their personal needs. This three phase structure of the study programme responds well to the demands of the students and offers options for individual choice.</p> <p>NADEL adapts the curriculum annually in a workshop with NGOs, validated by the Political Advisory Board. This workshop cum validation meeting lasts half a day. This seems to be a rather short interaction; the exchange with the political advisory board might be more intensive and include a broader thematic frame.</p> <p>Comprehensive curriculum revisions realistically can be done every six to eight years. A reference point for curriculum revision could be the competency model defined by the Swiss Federal Administration, and applied by FDFA-HR (annex 11). NADEL curriculum responds quite well to all categories of the set criteria; the domains leadership and people management contains inspiring aspects for future revisions. However, this professional profile remains rather generic and does not respond in detail to the diverse profiles (and challenges) of the different stakeholders in development cooperation that NADEL has the mandate to serve.</p>

	Another reference point could be the DACUM procedure . Recent alumni active in first or second positions could be invited for DACUM workshops.
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6.2 Effectiveness

<p>Does the MAS prepare graduates of different disciplines for a start of a career in international development cooperation? Are there factors that positively or negatively influence the MAS to accomplish this goal?</p>	<p>The tracer study shows that NADEL alumni are well prepared for the start of a career in IDC; after two to three years of experience they are ready to act as a project manager or programme coordinator in a management position. Students and NGOs confirm this finding.</p> <p>Alumni with a work experience previous to MAS ETH DC complement their profile and find easily a job with a NGO, foundation, public unit or in the private sector.</p> <p>Interdisciplinary and intercultural communication skills are a key for future professional integration in the IDC world; term paper, PA, group discussions, workshops, and the multi-faceted mentoring system are essential contributions to these skills.</p>
<p>Are MA graduates of Swiss universities familiar with MAS as an entry point to international development cooperation? How can the measures undertaken by NADEL be improved to increase this awareness?</p>	<p>Information material is sent to all relevant Universities at the beginning of the admission period. Experience shows, that only those Universities propagate the MAS ETH DC efficiently, where there is a reliable contact person (normally having a personal link to a NADEL staff).</p> <p>The CINFO Forum (one day every second year) with the possibility for direct contacts between NADEL staff and interested students is an important PR tool. NADEL could use the institutional link with CINFO more intensively for exploring topics at the interface training - job market.</p> <p>The most important (and most effective) source of spreading information is from NADEL alumni to interested candidates. NADEL alumni might be asked for taking the role of a 'MAS ETH DC ambassador' more actively.</p>
<p>Does the teaching quality meet expectations (of students, NGOs, SDC)?</p>	<p>In the MAS tracer study (long version in annex 10), the teaching quality is assessed as very high (80% good or excellent).</p> <p>The internal course evaluations (twice per semester) confirm this view also for more recent years (→ refer to annexes of annual reports).</p> <p>NADEL keeps good control over self-managed and mixed courses by a well-designed monitoring and feedback system. However, fully outsourced courses are more difficult to steer and at times lack good feedback.</p> <p>Graduates with interesting employments intervene as visiting lecturers.</p> <p>Alumni rate interactive courses clearly higher compared to pure lectures.</p>

6.3 Efficiency

<p>Is NADEL's internal monitoring system efficient and appropriate?</p>	<p>The internal monitoring system is quite elaborate; in the first study semester each subject and cross cutting issues are evaluated in two half-day workshops.</p> <p>Although many questions of the tracer study refer to the teaching process, the tracer study cannot be seen as a specific monitoring tool for steering short term issues; the focus of the tracer study is on the career development of the alumni and not on the short term adaptation of the training programme.</p> <p>The three hours workshop with selected NGOs combined with a one hour meeting of the political advisory board (once annually) seems to be a weak basis for curriculum adaptation and discussion further important issues related to MAS.</p> <p>The monitoring system of the PA allows NADEL to coach students and to intervene with partner organizations in case of need.</p>
<p>How can the SDC further increase the return of its contribution to the MAS for its own work?</p>	<p>Some SDC's thematic networks keep a close contact with NADEL for specific courses. They could offer a stronger mentoring system for the term papers written in multidisciplinary groups during the first study semester and for the essay in the final study semester (with the option to transform them into a policy brief).</p> <p>Public events and the close links to DEC research contribute to the high profile of NADEL. NADEL events are rarely visited by SDC staff and DEC research projects are not well known, due to missing information by NADEL or missing interest of SDC staff. This is a challenge on both sides. If there should be an increased return, better connections between research at NADEL/DEC and the SDC thematic networks or other units need to be installed.</p> <p>Regarding the project assignment it can be observed that SDC regrets to host only few students. To change this situation, SDC has to investigate what concrete postings SDC can offer to NADEL students and communicate it actively.</p>

6.4 Impact

<p>How important is the MAS for Swiss employers in the international cooperation sector?</p>	<p>Bigger NGOs (Helvetas, Swisscontact, Caritas, Fastenopfer) and foundations express a high interest in MAS ETH DC students for PA and later for employment. Also smaller NGOs employ MAS graduates and express clear satisfaction with their profiles and capacities. Also SDC successfully employs NADEL graduates.</p> <p>For organisations active in campaign work in Switzerland (e.g. Brot für alle), MAS ETH DC is less important. <i>"The focus of NADEL MAS is on 'traditional IDC', not on public awareness campaigns."</i></p>
<p>Are MAS students successful in their search for jobs in international development cooperation?</p>	<p>The tracer study reveals insights into the professional career of the alumni 2004-2012: 87% of the alumni found a job within 6 months after graduation, and 77% of the alumni have a highly related or related job to the contents and activities of the MAS.</p> <p>Several interview partners have made an impressive career in IDC. Most of them remain active in IDC domain.</p>

6.5 Sustainability and further aspects

<p>How can possible synergies between the MAS and the work of SDC and Swiss NGOs be strengthened?</p>	<p>For training (courses and PA) and policy dialogue, NADEL cooperates with various organizations on an ad-hoc basis, without establishing formal institutional cooperation or partnerships in a long-term perspective. Thus, NADEL entertains good and need-based contacts and constantly updates them to keep its offer up to date. On the other hand, NADEL might miss to remain visible for some organizations with lesser contacts.</p> <p>Exploring new partner organizations (e.g. SIFEM (Swiss Investment Fund for Emerging Markets) or its members) is a permanent issue.</p> <p>Options to intensify the links between NADEL and SDC/NGOs are:</p> <ul style="list-style-type: none"> • More / other SDC staff as guest lecturers in NADEL • NADEL events where SDC & NGOs meet MAS students • MAS students' essays further developed and published as policy briefs • Closer linking DEC research with SDC thematic networks • NADEL and DEC teams acting as resource persons in bigger events of SDC, FDFA, SECO, NGOs. <p>Checking the match-making system for the PA is an important issue to maintain a high ratio of PAs with Swiss organizations and to avoid clumping effects.</p>
<p>Are there interactions between the MAS and other NADEL activities (research, events, CAS, etc.)? Could these be optimized?</p>	<p>MAS and CAS ETH DC are closely interlinked. The MAS final study semester and the CAS are identical: Students from MAS and CAS select their preferred courses from an offer of about 20 courses. This approach opens doors for interaction among MAS and CAS students which is much appreciated.</p> <p>NADEL's teaching and policy outreach activities are closely linked to the research conducted by ETH's Development Economics Group (DEC). The group's main research activities concentrate on poverty and inequality, technologies and policies for the provision of basic social services, population dynamics and child health, sustainable resource extraction, and the effectiveness of development policies. The group's regional focus lies on countries and cities of sub-Saharan Africa. For more information check the DEC research projects.</p> <p>During the past years, NADEL has organized 3 to 5 public events annually in cooperation with NGOs and external resource persons. These events earn good feedback (at least from people working near the events' locations). The events are open to MAS students – unless during the PA period.</p> <p>The network MDP is interlinking a total of 36 universities offering master studies in development issues. The network's activities are rather limited. The network offers scope for mutual learning in form of peer reviews, benchmarking, etc.</p>

7 Recommendations

7.1 NADEL / DEC

General orientation of MAS ETH DC

- Maintain the present course structure of MAS ETH DC with adaptations as defined through the multi-faceted monitoring system of NADEL
- Jointly with CINFO, co-organise regularly IDC scouting workshops to analyse the needs of the Swiss IDC labour market (in cooperation with SDC, SECO, NGOs with different profiles, alumni with different careers); decide jointly about changes to be tackled in the near future and establish a monitoring system to keep trace of these changes
- Combine these workshops with findings from DACUM workshops with alumni (first and second postings)
- Analyse carefully training offers recommended by CINFO, perform a benchmarking, and identify learnings
- Update the tracer study from time to time (e.g. every six to ten years)

Up-date specific courses

- Keep co-training of courses (NADEL and external lecturer) as the NADEL standard to have a control over quality; do not fully outsource courses
- Develop a 'PCM-plus' course (finance, management, cooperation with local NGOs, tender and offer ...)

Project Assignment

- Further develop quality standards (checklist) for the project assignment (ToR, mentoring), based on good and poor practice. Review the match-making process for the project assignments (avoid clumping effects within one organization (e.g. 2016 SC, 2018 GIZ))

Networking

- Inform clearly on NADEL (teaching team) and DEC (research group) to avoid unfocused expectations to 'the NADEL'
- Make NADEL more visible: Involve more in policy discussions, based on recent research outcomes; search participation in panels organized by others; invite known resource persons ('cracks') in public events; for events, inform on time and invite people in a focused and personal way
- Make better use of a cooperation with CINFO for the intake of students
- Continue using SCE (PR and communication specialist) for information and PR
- Set a focus on connecting research at DEC (and other ETH groups) with NGOs and IDC policy in Switzerland.
- Make best use of the network "Masters of Development Practice" for a benchmarking system (in form of peer reviews and analysis of evaluation reports). Possible key topics might be: Balance theory – practice, scope of project assignment, job profiles in IDC, exchange events among trainees during project assignment period, etc.)

Services

- Acquire consultancy mandates in the South to keep in touch with the development reality (a special challenge to fill the gap after the retirement of Rudolf Batliner)

Exam system

- Assess alternatives to the time demanding system that is applied today. For instance, test basic knowledge in each subject and club subjects of the first study semester into an integrated exam approach
- Introduce on-line exams for the courses of the MAS final study semester and CAS

Research and IDC policy

- Share theory and evidence based research of DEC and ETH in expert discussions with partner organizations active in applied research-development

7.2 ETH D-GESS / SCE

- Maintain MAS ETH DC among D-GESS MAS courses
- Have the position of NADEL manager (study director) tenured (permanent employment)
- Use scientific and public panels at ETH to present NADEL/DEC's role in Swiss IDC
- Assess alternatives to the existing exam system for MAS and CAS jointly with NADEL team
- Participate in labour market workshops to define the future profile of IDC specialists

7.3 SDC

General orientation of MAS ETH DC

- Continue the financial contribution to NADEL to assure the funding of the project assignment of MAS ETH DC
- Provide platforms to NADEL/DEC to present research results and new trends in training staff for IDC
- Identify expected return and communicate needs to NADEL and co-organize suitable events (both, SDC staff and organizational units)
- Identify interested staff to get more actively involved in NADEL study programme
- Inform proactively about CAS training offer of NADEL on SDC Intranet
- Participate in IDC scouting workshops organized by NADEL/CINFO

Project Assignment

- Check with cooperation offices about their interest and possibilities for PA postings and negotiate with NADEL about criteria for PA match making.

Mentoring

- For a stronger return engage more in mentoring of team term papers and essays

Research and thematic networks

- Thematic networks: Check pro-actively potential cooperation in NADEL training and DEC research

7.4 NGOs

General orientation of MAS ETH DC

- Participate in IDC scouting workshops organized by NADEL/CINFO to analyse the needs of the Swiss IDC labour market; decide jointly about changes to be tackled in the near future

Project Assignment

- Continue the cooperation with NADEL for project assignments

Networking

- Continue acting as visiting lecturers and discussion partners with NADEL/DEC

8 Annexes

1. Terms of reference for the evaluation MAS ETH DC
2. List of documents consulted
3. List of persons interviewed
4. Interview guidelines
5. Organizational Structure NADEL/DEC
6. ETH-MAS DC Studienreglement 2016
7. ETH MAS&CAS DC -- NADEL portrait
8. Study Programme First Study Semester 2014-2016-2018
9. Study programme final study semester -- CAS flyer 2018
10. MAS Tracer Study 2015
11. Swiss Federal Administration Competency Model