

## MANAGEMENT RESPONSE

# FA4 MID-TERM EVALUATION: SOCIAL, DEVELOPMENTAL AND PROFESSIONAL IMPACT OF ITM'S EDUCATIONAL ACTIVITIES AND SCHOLARSHIPS PROGRAMME



## Management Response and action plan

<b>Editor of the management response</b>	Govert van Heusden and Charlotte Morantin – based on meeting with steering committee & EO – nurtured by an internal review on 20/01/2022 Heleen Annemans M&E - quality and completeness sections	Date	03/02/2022
<b>Other stakeholders involved:</b>	<p>Steering committee members:</p> <p>Govert van Heusden – Head Education Office Jan Coenen – Head Development Office Ann Verlinden – Head Research Office Charlotte Morantin – Education Office/Internationalisation officer Bruno Broucker – Education Office/Policy advisor Marjan Pirard – Education Coordinator, Public Health Department Anne Muendi – Alumni Representative - ITM General Council Heleen Annemans – Monitoring and Evaluation Officer – Development Office</p> <p>03/02/2022 Govert van Heusden 08/02/2022</p> <p>Yearly (February), during the internal Management Review process</p>		
<b>Approved by manager (name and date)</b>			
<b>Approved by management committee on (date)</b>			
<b>ACTION PLAN TO BE REVIEWED ON (indicate multiple dates if necessary)</b>			
<b>ACTION PLAN FINALISED ON</b>			
<b>Title of Report</b>	Social, Developmental and Professional Impact Evaluation of ITM's Educational Activities and Scholarship Programme		
<b>Date of Report</b>	June 2021	<b>Time Period of the Project</b>	September 2020 – June 2021
<b>Partner institutions involved</b>	The evaluation was closely followed by a steering committee of which members are listed above. The TOR to the evaluation were approached by the Academic Council and Management Committee (MC) before publication. During the TOC workshop, representatives of all departments were invited (education coordinators, teaching staff, etc.), as well as members of the MC (director, department heads).		

Name of Evaluator(s)/Researcher(s)	Syspons GmbH. Johanna Renz, Claudia Rojas, Aron Trieb, Justine Garrigue, Lennart Raetzell
Summary	<p>(approx. 0.5 – 1 page) <i>Give a summary of the evaluation, including a general impression on the process and outcomes as well as level of agreement with the findings.</i></p> <p>This evaluation was grounded in two rationales: Firstly, ITM's Institutional Policy Plan refers to the intention of conducting a social impact survey to assess impact of educational activities. Secondly, the Framework agreement (FA) between ITM and the Directorate General for Development Cooperation (DGD) obliges ITM to conduct a mid-term evaluation of its multi-year programme for which the focus can be freely chosen in dialogue with the donor. Thus, the evaluation serves a formative as well as a summative purpose. Regarding the former, the evaluation's objective was to generate insights into the social, developmental, and professional impact of ITM's educational and scholarship activities on alumni competencies, capacities, and networks. Secondly, the evaluation helps ITM gain an understanding of the mechanisms and conditions under which impact occurs. In this regard, it assessed e.g. to which extent diversity in student groups contributed to the quality of the learning process and networking opportunities. This led to the development of recommendations for adjustments to policies, strategies and practices and input for a new DGD funded five-year programme. Furthermore, the evaluation serves as a starting point for a periodic longitudinal survey to monitor impact, for which a concept should be developed based upon the evaluation's results. Concerning the summative objective, the evaluation aimed to contribute to accountability towards DGD and to gain insights in student and alumni profiles for strategic decision-making purposes. <i>(quoted from evaluation introduction)</i></p> <p>The findings of the evaluation highlight insights into the impact of ITM's educational and scholarship activities. This impact was assessed based on a jointly developed Theory of Change and related hypotheses. The Theory of Change of this evaluation also served as a starting point for the development of a broader Theory of Change for the FA5 Education Programme.</p> <p>The evaluation process went smoothly. Communication with the Syspons team was always clear and deadlines were kept. Meetings and workshops between the steering committee and Syspons were prepared and structured in advance. The evaluators were available and listened to the concerns from the steering committee. After a brief assessment of the process, both the steering committee members and the evaluation team indicated that different opinions and expectations of the steering committee members had to be taken into account; at some occasions it was not always clear who (steering committee or evaluation team) should take the initiative for the next step of the study. To improve future evaluation processes, it would be recommended to better align opinions and expectations within the steering committee before/during the inception phase, and to even emphasize more what the steering committee expects from the evaluation team – in terms of content and in terms of coordination. The present assignment tried to integrate both the social impact survey for alumni (incl. in the ITM policy plan) and the mid-term evaluation of the five year DGD funded programme 2017-2021. The objectives of these two activities might have been too divergent to merge. Lastly, the coordinator of the evaluation left for three months on maternity leave. Even though the evaluation team indicated that coordination during her absence went better than expected, both Syspons and members of the steering committee expressed a level of unclarity in terms of coordination during this period.</p> <p>There is a high level of agreement with the findings and recommendations in the final report. As can be seen in the responses to the recommendations and action plan below, the steering committee accepted, or partially accepted all recommendations. At times, there was a feeling that the recommendations could have been a bit more analytic, but this comment is to some extent intertwined with what is mentioned above concerning divergent expectations. The steering committee recognises that the evaluation report as such is of good quality. It will serve as an tool for donor communication, and the data collected are a good starting point to deepen ITM's knowledge on its student population, and to formulate future policy recommendations. The findings and recommendations from the report have been used to draft the new five year DGD funded Education programme 2022-2026.</p>
Completeness Assessment	The final report submitted by Syspons was complete and as requested.

It includes a table of contents, key information about title and evaluation period, lists of abbreviations and tables and figures, introduction, methodology, a clear description of the findings, conclusions and recommendations.

The annexes are complete.

The executive summary to the evaluation is provided as a separate document, just as the data collection tools used.

In addition to the main report, a summary of findings directed to DGD, slides for the general presentation of results, database with collected anonymised data on Tableau servers, recommendations for the longitudinal survey and a two pager with infographics for students were provided as requested. In addition to the final evaluation report, it is important to mention the inception report, in which the theoretical basis for the evaluation is further elaborated.

#### **Quality Assessment**

The final report submitted was of high quality.

In terms of evaluation design, the combination of surveys, interviews, desk review and the use of a comparison group was seen as an appropriate design for the evaluation. The use of the comparison group in the report was not always clear in the first draft of the report, but its role was further clarified in the final version.

On the use of data sources we can note that relevant literature is not much elaborated on in the final report, but is included in the inception report submitted at the start of the assignment. A desk review was conducted, together with key informant interviews to serve as the basis for the Theory of Change development workshop. This TOC which was developed in a participatory manner proved to be a solid basis to structure the evaluation findings in the report. All stakeholder groups identified during the inception of the assignment were included in the evaluation. Effort was made to reach out to employers to triangulate findings on professional impact of alumni. The data limits are clearly described in the report.

When assessing the data collection from a gender and inclusion perspective, it can be said efforts were made to ensure equal participation of all sexes. When looking at response rates for the survey, men and women had an equal level of participation. Because of the COVID-19 pandemic during the evaluation period, much of the interviews were done remotely. This enabled more flexibility on timing and (physical) accessibility.

As mentioned above, the selection of participants for interviews might have led to a slightly biased outcome of the evaluation, as the steering committee was asked to indicate potential candidates for interviews. This barrier to objective evaluation was overcome by also giving respondents to the survey the option to leave their contact details if they did not mind being contacted for a more indepth, qualitative interview.

When looking at the sampling strategy, it was decided all alumni from 2003-2019 for PhD students, and from 2008-2019 for other courses were to be included in the evaluation. A difficulty to overcome was the need to first obtain consent for participation, in line with GDPR legislation. This additional step had a negative impact on the subsequent number of respondents to the questionnaire.

When looking at the data analysis methods, this was done in a comprehensive and appropriate manner. Quantitative data were analysed using Tableau, a software which also generates pleasant data visualisations. Gender was taken into account, presenting data in a disaggregated manner where relevant.

Quality assurance was taken on not only by the evaluation team itself, where various evaluators discussed and compared their findings, but also through the engagement of a steering committee at ITM. Discussions were held at inception, about the interview guides and protocols etc. The evaluation approach was also approved by ITMs Intitutional Review Board to ensure ethical and GDPR compliance. Consent was requested from all participants, and data were kept anonymous. In the data set published publicly on the Tableau servers, all data entry points which could potentially lead to the identification of participants was eliminated.

The findings of the evaluation were clearly separated from the conclusions and recommendations. They were structured in a clear manner, along the lines of the DAC criteria and the hypotheses raised in the TOC.

The conclusions are substantiated by evidence and are logically connected to the findings.

The recommendations given in the report remain rather generic and are felt sometimes to be based on aggregated data hiding heterogeneous realities (courses), but can serve as a starting point for donor communication and deepening of our own knowledge and understanding of our work. They are formulated in a clear and actionable manner. The recommendations directed towards the donor give food for further discussion and exchange, and inform the development of future interventions and proposals.

## PART 1 RECOMMENDATIONS TO DGD AND ITM

Report Recommendation 1		Management Response					
DGD should continue funding the diverse range of educational activities at ITM through its scholarship programme		Accepted					
Overall, the evaluation has found that the combination of scholarship programme and educational activities is relevant and effective. Through the scholarship programme, students get access to education, which enables them to learn and use knowledge and skills on a wide range of topics in their work environments in the fields of tropical medicine and public health.		Even though this recommendation is not directed at ITM as such, the steering committee takes note of this recommendation. It will be included in the communication to DGD on a regular basis.					
Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Invitation of DGD representatives to results dissemination webinar.	November '21	DO/EO	Heleen Annemans/ Govert van Heusden	Done		
2	Dissemination of results to DGD	November '21	DO	Heleen Annemans	Done		
3	Publication of report and management response on website	February 2022	Communication / M&E	Kirsten Verhoeven / Heleen Annemans	Ongoing	Discussions held between communication team and website developers about layout and page content	
4	Ongoing dialogue with Institutional Actors and DGD on scholarship programme management and policies	Continuous	Education Office (EO)	Govert van Heusden	Continuous		

Report Recommendation 2		Management Response					
<p>DGD and ITM should maintain the financing structure of educational activities at ITM through its scholarship programme which considers visa costs, flight costs, as well as a small allowance for dependents, but review the research allowance.</p> <p><i>Regarding the financial support, the evaluation has shown that it is mostly adequate in duration, amount as well as scope. Therefore, the structures should be largely maintained and continued. In this way, students can focus on their studies while at ITM and do not have to worry about financial matters at the same time. Thus, the scholarship does not only provide access to education, but also enhances the effects of education. Nonetheless, for the PhD students, the allowance for research should be reviewed to ensure that the research costs during the PhD can be covered.</i></p>		<p><b>Accepted</b></p> <p>The financing modalities will remain at their present level to ensure students can focus on their studies while at ITM.</p> <p>ITM will actively advocate for the inclusion of the research allowance for PhD students so they do not need to make own expenses to conduct their research.</p> <p>ITM is actively involved in the dialogue with VLIR-UOS &amp; ARES on the scholarship fees, as stipulated by the KB 2016. A proposal is being developed for the FYP 2022-2026 with a harmonised scholarship allowance for students and the possibility to adapt the institutional scholarship programmes to specific circumstances of students / higher education institutions and/or geographical contexts.</p>					
Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Development of a concerted scholarship fees policy proposal with VLIR-UOS and ARES	December 2021	EO	Govert van Heusden	Finalised		Joint presentation (Pot.)
2	Dialogue (discussion of the proposal) with DGD	09 November 2021	EO	Govert van Heusden	Timing agreed	Presented to DGD	ITM <a href="#">Fact Sheet</a>
3	Implementation modalities of the new scholarship fees policy at ITM after formal agreement of DGD and taking into account the eventual FA5 education programme budget	February 2022	EO	Govert van Heusden	Draft proposal submitted for FA5 – modalities for implementation still to be developed		FA5 Education <a href="#">Programme document</a>

Report Recommendation 3		Management Response			
<p>DGD should continue funding scholarship recipients from a range of countries, as the diversity in cohorts is a crucial factor to facilitate capacity development</p> <p><i>In the evaluation, it has become apparent that the diversity of students within cohorts is important for the exchange of knowledge and experience between students. As</i></p>		<p><b>Accepted</b></p> <p>Even though the recommendation is not directly at ITM, the institute will continue to advocate with DGD to keep the list of recipient countries as wide as possible.</p>			

such, students can learn about different health systems or practices in different countries and contexts, which is crucial for their learning experience. This is one of the aspects that positively distinguishes ITM from other comparable institutes and organisations. For these reasons, funding students from a wide range of countries should be continued.

Therefore, ITM formulated aims related to strengthening and increasing the geographical diversity of international students in both the Institutional Policy Plan 2020-2024 and FA5 Education Programme.

Attracting a diverse student population enabling the exchange of knowledge and perspectives based on different disciplines, traditions and field experience (broadening horizon) is key. During the selection process the diversity of geographical backgrounds, professional experience and relevant disciplinary expertise is carefully monitored so as to optimize peer-learning. The scholarship programme provides the opportunity to strengthen the geographical diversity of students in master programmes and short courses. The target level: not more than 75 % of students in master programmes and short courses should be from the same continent and from a significant number of different countries (baseline <75 from same continent, >25 countries of origin (baseline as per education KPI institutional policy plan)).

Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Continuous advocacy at the level of DGD on geographic diversity of bursaries to a agreed extent also beyond the country-list of the institutional actors (IA)	Continuous	EO	Govert van Heusden	Ongoing		FA5 Education Programme document

## PART 2: RECOMMENDATIONS TO ITM

Report Recommendation 4

ITM should maintain its diverse range of courses offered, which combines Short Courses, Master courses, post-graduate certificate courses and PhDs, as well as the

Management Response

Accepted



modular structure within the courses.

The evaluation has found that ITM's range of educational activities meets the needs of different students or of students in different phases of their lives. As such, Short Courses provide short but in-depth insights into specific topics or methods, while Master courses allow for a broader range of topics and competencies, and the PhD programme allows for a deeper dive into a specific research topic. The different course types also align with different personal situations, where Short Courses are an opportunity for students who cannot be away from their family or their job for an entire year. Moreover, the post-graduate certificate courses offer an opportunity for an additional target group, namely doctors and nurses from the Global North to gain insights into tropical medicine and public health in the Global South.

ITM will ensure a diverse range of courses remains available. We are satisfied to read in the report that the modular structure of the courses should also be kept. However, ITM feels additional fine-tuning of the formal course offer to the different global target groups should be a continuous concern. Flexibility and lean administrative processes should be addressed together in this endeavor.

Furthermore, this recommendation has already been taken up by ITM in its Institutional Policy Plan 2020-2024. One of the institutional strategic objectives for education is to expand and strengthen the educational offer in tropical medicine and international public health in line with evolving needs and scientific advancements.

As such, a number of actions related to this recommendation have already been initiated:

- the launch of a new Master of Science in Tropical Medicine (MTM), integrating the core course of the PG-certificate (IIH)
- the increase of study flexibility for students, by making most courses an independent short course and an (optional) part of at least one master programme
- the development of new short courses and continuing professional development initiatives

These actions will be further developed in line with the ITM Institutional Policy Plan 2020-2024 and the FA5 Education Programme.

Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/ Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Continuous follow-up of course offer to remain relevant	Continuous	Department of education units / EO	Govert van Heusden	Ongoing		
2	To further fine-tune ITM's educational portfolio with short courses	Continuous	Scientific Departments, EO and ITM Academic Council / education policy committee (EPC)	Departmental education coordinators	Ongoing		
3	To develop and consolidate the prerequisites and criteria for specific	Continuous	RO & EO	Ann Verlinden	Ongoing	Launch yearly predoctoral calls	

	and tailor-made (pre-) doctoral training at ITM			Scientific Departments, EO and EPC	Departmental education coordinators		
4	To increase study flexibility for students, by making most courses an independent short course and an (optional) part of at least one master programme and/or PhD training	Continuous			Ongoing		
5	To further invest in the transformation of short courses into blended formats or eLearning when relevant/feasible	Continuous		Departments & EO	Ongoing		

<b>Report Recommendation 5</b>							
In its educational activities and scholarship programme, ITM should continue its emphasis on close academic and social support.							
<i>The evaluation has found that one of the very effective and distinguishing features of ITM is the close support that students get academically and socially. During their studies, students benefit from the social support structures, including support with housing or visa and social activities. Moreover, the evaluation has shown that the close academic support and personal connections between lecturers and students is crucial for the learning experience at ITM and for the long-term connections of students with ITM.</i>							
<b>Management Response</b>				<b>Accepted</b>			
Students and alumni of ITM strongly express their appreciation for the close support they receive from student support, course secretariats, course coordinators and teaching staff. In the report it becomes clear that this is one of the assets of ITM. Academic and social support must stay equitable, independent of evolutions in class size. The right balance between self-reliance and support is indeed a point of attention. The proposed (VLIR-UOS, ARES, ITM) scholarship policy for FA5 to some extent addresses this aspect for example by giving institutions the choice to make bursaries responsible to actively co-manage their scholarship.							

<b>Action Plan</b>							
#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Communication about recommendation to departments	January 2022	EO		Done		
2	Discussion on the student support policy in light of new management options under a the FA5 scholarship policy proposal	February 2022	EO / Student Support	Govert van Heusden / Helga Bodgees	To be initiated	Awaiting policy decision by DGD	FYP 2022-2026 Scholarship policy (VLIR-UOS / ARES / ITM)

<b>Report Recommendation 6</b>							
ITM's emphasis on values, critical thinking and soft skills should be maintained and							
<b>Management Response</b>				<b>Accepted</b>			

strengthened in its educational environment.

*The emphasis on values and critical thinking entails reflections of different approaches to medicine and public health. This critical reflection could be expanded on, particularly in the PGC course, where anti-racism and post-colonial reflections might be particularly relevant. In these, ITM's Commission on Decolonisation (CODECO) could be engaged. Furthermore, the emphasis on soft skills allows students to thrive in their working environment and contribute to positive organisational change. Therefore, the evaluation team recommends that soft skills should continue to form an integral part of the ITM curriculum.*

Soft skills, or generic/transferable skills, are integrated in the ITM curriculum and this will continue be so. Both the Institutional Policy Plan 2020-2024 and the new FA5 Education programme explicitly focus on the further development of generic/transferable skills such as intercultural competencies. One of the Education programme ToC outputs stipulates: "Students gain thematic, methodological, ethical competencies and soft skills, including intercultural skills." As such, critical thinking skills, outside the box thinking and world citizenship are or should be explicit learning objectives. Institutional training activities for lecturers, staff and/or students on cross-cutting themes such as intercultural competencies are included in the action plan of the Gender and Diversity Policy, which is currently being developed by the ITM Working Group for Gender and Diversity. Furthermore, ITM recognises the need to engage in the present debate on decolonisation and anti-racism. Given the history of the institute, ITM expresses the intention to investigate the role it has played in Belgiums colonial past, and the role it can play in the future to deconstruct internal and external colonial thinking. ITM will look into its educational and international cooperation activities, to ensure no negative approaches are perpetuated.

**Action Plan**

#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Soft or generic skills training (e.g. critical thinking, communication, digital literacy, world citizenship, team work, networking) are an integral part of study programmes and further strengthened	Continuous	Scientific Departments		Ongoing		
2	Intercultural communication training initiatives for students across courses further strengthened (open and global campus)	Continuous	Scientific Departments, Student Support & WG Gender & Diversity		Ongoing		

3	Further encourage student-driven learning activities (e.g. debates)	Continuous	Scientific Departments, EO	Ongoing	
4	Foresee sufficient space for social interaction between students (PG, Masters, PhD..) outside the courses	Continuous	ITM Management	Ongoing	Ann Peeters
5	Student involvement to ensure inclusion of topics such as decolonisation and anti-racism in curricula	Continuous	CODECO	Ongoing	Charles Ddungu
6	Resources for intercultural communication training for staff and lecturers available	Continuous	WG Gender & Diversity / CODECO	To be initiated	

<b>Report Recommendation 7</b>					
<b>ITM should strengthen the diversity of lecturers and staff.</b>					
<i>The evaluation has shown that students benefit from the wealth of knowledge and experience of ITM staff. This is derived from the professional and geographic diversity of lecturers. In the future, this diversity, especially the geographic diversity, should be strengthened, for instance by involving alumni and staff of partner institutions as guest lecturers in courses</i>					
<b>Management Response</b>					
<b>Accepted</b>					
This recommendation has been taken up. The diversification of ITM's lecturers and staff is high on the list of priorities in the Institutional Policy Plan 2020-2024, and in both FA4 and FA5. The ITM Gender and Diversity Plan 2022-2024 considers this as well as a high priority in the action plan. Enhanced staff diversity may facilitate intercultural communication.					
Through the Alliance for Education in Tropical Medicine and International Public Health and the ITM alumni network, ITM aims to strengthen staff mobility and to attract ITM alumni and staff from partner institutions from all over the globe as guest lecturers in ITM courses.					
ITM management is aware of the role and the need of institutional HR policies to contribute to this objective.					
<b>Action Plan</b>					
<b>#</b>	<b>Actions planned</b>	<b>Deadline</b>	<b>Responsible Office/Unit/Department</b>	<b>Implementation stage</b>	<b>Supporting documents</b>
1	To further increase the geographical diversity of external teaching staff (guest lecturers) via the Alliance	Continuous	EO & scientific departments	Ongoing	Charlotte Morantin

	mobility funds							
2	To explore the role of HR policies	February 2023 (Management Review 2022)	HR department	Lidewij Devroe & EO	Incipient			
3	To finalise and roll out the Gender & Diversity Plan 2022-2014	Spring 2022	Gender & Diversity WG, scientific departments, Academic Offices		Ongoing	Gender & diversity group is fully functional Plan presented to various academic commission and ready for finalisation and approval by management.		

### Report Recommendation 8

ITM should maintain its selection process overall but consider integrating the LNOB agenda

*Regarding the selection process, the evaluation has found that overall, the application is fair and selects appropriate candidates for the studies. To strengthen the access of disadvantaged groups further, the evaluation team suggests the following steps. First, ITM should agree on joint understanding of disadvantaged groups. This can include aspects, such as country of origin (already included in the selection criteria), financial means, disability, educational background of the family, or ethnic minorities. To facilitate the process, it could build on existing efforts by other scholarship-providing institutions, such as the Mastercard Foundation or the German Academic Exchange Service, who are also addressing this issue. Second, ITM can increase advertising for its programmes, also targeting disadvantaged groups. Thus, in the advertising strategy, aspects like high levels of social, academic and financial support should be emphasised to lower potential barriers to application. Third, ITM should establish a mechanism to especially consider disadvantaged groups in the selection process. The evaluation has found that such a mechanism exists to specifically select female candidates. Thus, the evaluation team suggests building on this to include previously defined aspects on potential disadvantages in the selection process.*

### Action Plan

#	Actions planned	Deadline	Responsible Office/Unit/	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
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### Management Response

#### Partially accepted

While ITM recognises the need to ensure no one is left behind, it is important to consider this within the specific target groups of education at ITM. We feel there is a need for additional data analysis and/or collection to evaluate whether specific measures need to be put in place to ensure equitable access of possibly disadvantaged sub-groups.

In order to evaluate whether or not access to learning activities at ITM is equitable, it is paramount to first look at the population wishing to study at the institute from among the target groups, and then applying an equity lens.

A thorough discussion which started on 20/01/2022 on which disadvantaged groups ITM sees within its key target groups so as to formulate relevant LNOB policies will need to be followed-up.

ITM is aware that the application and selection criteria focussing on high potential candidates in terms of academic/professional track record and potential agency for change is selective and most probably favouring the “less disadvantaged”. The availability of scholarships is however in favor of LNOB within the defined target population of ITM.

				Department			
1	Internal discussion on the key target groups and need for the integration of LNOB	20/01/2022	EO	EO	Organised 20/01/2022		
2	Analysis and development of the admission and scholarship management processes with potential impact for disadvantaged groups (e.g. maternity / paternity leaves, child care possibilities, internet support, language support)	Continuous	TWG Gender and Diversity / EO (scholarship policies)		Ongoing		
3	Renegotiate the age criterium for award of specific (study, PhD, short term) scholarships at DGD level	Before the end of 2022	EO	Govert van Heusden	Ongoing		
4	Develop a comprehensive marketing strategy, also targeting identified disadvantaged groups	Continuous	Communication department	Anton Baert	Ongoing		
5	Digitalisation of courses (when course-relevant and feasible) to facilitate access for people not being able to leave their country for professional or personal reasons	Continuous	Scientific Departments & EO		Ongoing		
6	Decentralisation (delocalisation) or digitalisation of short courses for certain language groups (French-speaking SSA & Latin -America)	Continuous	Scientific Departments & EO		Ongoing (Alliance projects)		
7	Exchange of good practices with VLIR-UOS, ARES, Flemish- & French-speaking universities: learning trajectory on the integration of LNOB-agenda in Higher Education (taking into account the differences between undergraduate and postgraduate education)	Continuous	EO / DO	Govert van Heusden	To be initiated		

<p><b>Report Recommendation 9</b></p> <p>ITM should create more joint activities between courses, especially between the Post-Graduate Certificate courses and other courses</p> <p><i>To fully benefit from the wealth of courses, ITM should foster interaction between courses. In this sense, the evaluation has found that much interaction at ITM and afterwards takes place within courses and cohorts. This recommendation applies particularly to the PGC students, who also usually live off campus. ITM could facilitate cross-cultural learning and exchange, for example on different health systems and practices between MPH students and PGC students. This could also strengthen the connections and networks formed at ITM.</i></p>	<p><b>Management Response</b></p> <p><b>Accepted</b></p> <p>ITM recognises that creating more interaction between courses can generate an even richer experience for its students.</p> <p>Steps have been taken in that direction: the PG Certificate students are merged with the students of the MSc in Tropical Medicine for the first part of the MTM curriculum. A next step is to evaluate this experience and discuss how joint learning can be enhanced further across course types.</p>						
Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/ Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Evaluation participation MTM in post graduate courses (IiH & TMCDM)	2022	MTM and PG Certificate steering committees	Bruno Broucker	Ongoing		
2	Exchanges postgraduate – master students and between master programmes	Continuous	Scientific departments		Ongoing		
<b>Report Recommendation 10</b>						<p><b>Management Response</b></p> <p><b>Accepted</b></p> <p>ITM fully agrees with the recommendation given, and has already started to implement it in line with its Institutional Policy Plan 2020-2024, wherein the consolidation of the ITM Alumni Network is one of the key strategic objectives. Also the new FA5 Education programme takes into consideration this recommendation.</p> <p>The agency for change of alumni will be supported through networking, exchange and lifelong learning opportunities. In line with the FA5 Education Programme, a new 5-year alumni strategy and action plan will be developed. This will focus on:</p> <ul style="list-style-type: none"> <li>- the management and further development of the online alumni platform (ITM Alumni</li> </ul>	
<p>To leverage its alumni network for impact, ITM should further develop its alumni strategies and activities.</p> <p><i>The evaluation has shown that graduates are well connected, but the formal alumni network does not play the most important role in this connection. Therefore, ITM could keep on developing its alumni strategies and activities. In this strategy development, there should be an emphasis on leveraging the network for impact, meaning that connections are created and maintained between students at regional, national or local levels for professional exchange. These could then be used to</i></p>							

*facilitate organisational changes at higher organisational levels and across organisations, as the results have shown that more persons and connections in a network strengthen such changes. Furthermore, the network could be used more deliberately for marketing activities, to ensure that ITM is known to a wide range of potential applicants. In this process, ITM should continue building on the engagement of lecturers, who can play an instrumental role in connecting alumni with each other.*

- Connect) as a hub for networking and knowledge exchange,
- the organisation of alumni meetings and lifelong learning activities,
- alumni mobility (for sharing research but also for teaching and coaching),

The strategy will focus as well on the development and implementation of a periodic longitudinal alumni survey and to further strengthen the course promotion within the Alumni Network (alumni Ambassadors etc).

Action Plan							
#	Actions planned	Deadline	Responsible Office/Unit/Department	Responsible Person/Role	Implementation stage	Actions taken	Supporting documents
1	Working group periodic longitudinal alumni survey	Spring 2022	EO	Charlotte Morantin	Ongoing		
2	Preparing FA5: detailed alumni strategy and action plan 2022-2026 (FA5)	Spring 2022	EO	Charlotte Morantin	Ongoing		

In addition to a response to the recommendations, following future actions will be taken:

- o The periodic longitudinal survey among alumni: setting up a working group to further analyse the mid-term evaluation data collected , define questions for alumni survey and draft methodology
- o Education office to include a clause on consent to participate in future surveys and evaluations in all students' study contracts.

Signature: 

Name and Position: Marc-Alain Widdowson, Director ITM

Date: 22 March 2022