

University Partnerships for Development

Access to Success Workshop 2: Towards a coordinated vision of Europe-Africa higher education partnerships, 25-26 February 2010, Oslo, Norway

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Structure of the presentation

- **Role** of higher education in development cooperation
- Capacity building programmes in higher education – some European **examples**
- Are UPPs in sync with mainstream development cooperation **agendas**?
- Do programmes and policies in Europe reflect the **real needs** of universities as development actors in the South?
- What have we **learned** from UPPs over the years?
- Challenges in developing a coordinated **vision**
- Challenges in developing a coordinated **strategy**

Role of higher education in development cooperation

Purpose of development cooperation

1. Poverty alleviation
2. Stimulate sustainable socio-economic development
3. Address international public goods (climate, food security, energy, peace...)

Where does higher education come in?

- Direct support to 2
- Indirect support to 1 and 3



Renewed interest for role of HE in development

Greater investment is needed at all levels of education if we are to reach the Millennium Development Goals (MDGs).

- This will increase the ability of governments and the private sector to deliver **basic services and promote sustainable growth**.
- **Contributions** of the HE sector:
 - Quality improvements of the other education sectors
 - Delivery of trained manpower
 - Capacitating public services
 - Knowledge generation and dissemination
 - Outreach activities
 - Informing and influencing public debate

Capacity building of universities

How?

Staff training

- Building the organization:
 - Teaching programmes
 - Research programmes
 - Outreach and extension activities
 - Administration and management
- Improving the institutional context (policies, regulatory frameworks)
- Networking with international partners: opens window to opportunities for training, research, publications and access to international information sources

Capacity building programmes in higher education – some European examples

Research capacity building programmes

- NUFU (Norway)
- Sida Bilateral Research Cooperation Programme (Sweden)
- VLIR- Own Initiatives Programme (Belgium)

Institutional development programmes

- VLIR- Institutional University Cooperation Programme (Belgium)
- Edulink (European Commission)

Capacity building programmes

- DeIPHE (UK)
- Subject-related Partnerships with Universities in Developing Countries; Dialogue on Innovative Higher Education Strategies (Germany)
- NPT and NICHE (Netherlands)

Differences between programmes

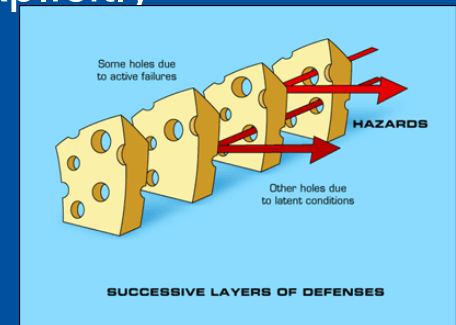
- **Objectives** : development cooperation or academic goals
- **Intervention level**: academic, organizational or institutional
- **Financing**: co-funding or fully funded
- **Administration**: donor, intermediary organization, or universities
- **Matching partners**: own initiative, match making, tender procedure
- **Time span**: short, medium, long term



Are UPPs in sync with mainstream development cooperation agenda's?

1. MDG's

- Goal 1: Eradicate extreme poverty and hunger
 - Goal 2: Achieve universal primary education
 - Goal 3: Promote gender equality and empower women
 - Goal 4: Reduce child mortality
 - Goal 5: Improve maternal health
 - Goal 6: Combat HIV/AIDS, malaria and other diseases
 - Goal 7: Ensure environmental sustainability
 - Goal 8: Develop a Global Partnership for Development
- Answer: **NO**, except for DeIPHE, UP's are not explicitly aligned to the MDGs agenda



CD agendas continued

1. Paris Declaration - 2005

- **Ownership** - Developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption.
 - **Alignment** - Donor countries align behind these objectives and use local systems.
 - **Harmonisation** - Donor countries coordinate, simplify procedures and share information to avoid duplication.
 - **Results** - Developing countries and donors shift focus to development results and results get measured.
 - **Mutual Accountability** - Donors and partners are accountable for development results.
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- Answer: **Predominantly NO, NICHE and Sida to some extent yes**

CD agendas continued

1. The Accra Agenda for Action (AAA) – 2008

- **Predictability** – donors will provide 3-5 year forward information on their planned aid to partner countries.
 - **Country systems** – partner country systems will be used to deliver aid as the first option, rather than donor systems.
 - **Conditionality** – donors will switch from reliance on prescriptive conditions about how and when aid money is spent to conditions based on the developing country's own development objectives.
 - **Untying** – donors will relax restrictions that prevent developing countries from buying the goods and services they need from whomever and wherever they can get the best quality at the lowest price.
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- Answer: Predominantly **NO**, Sida does best

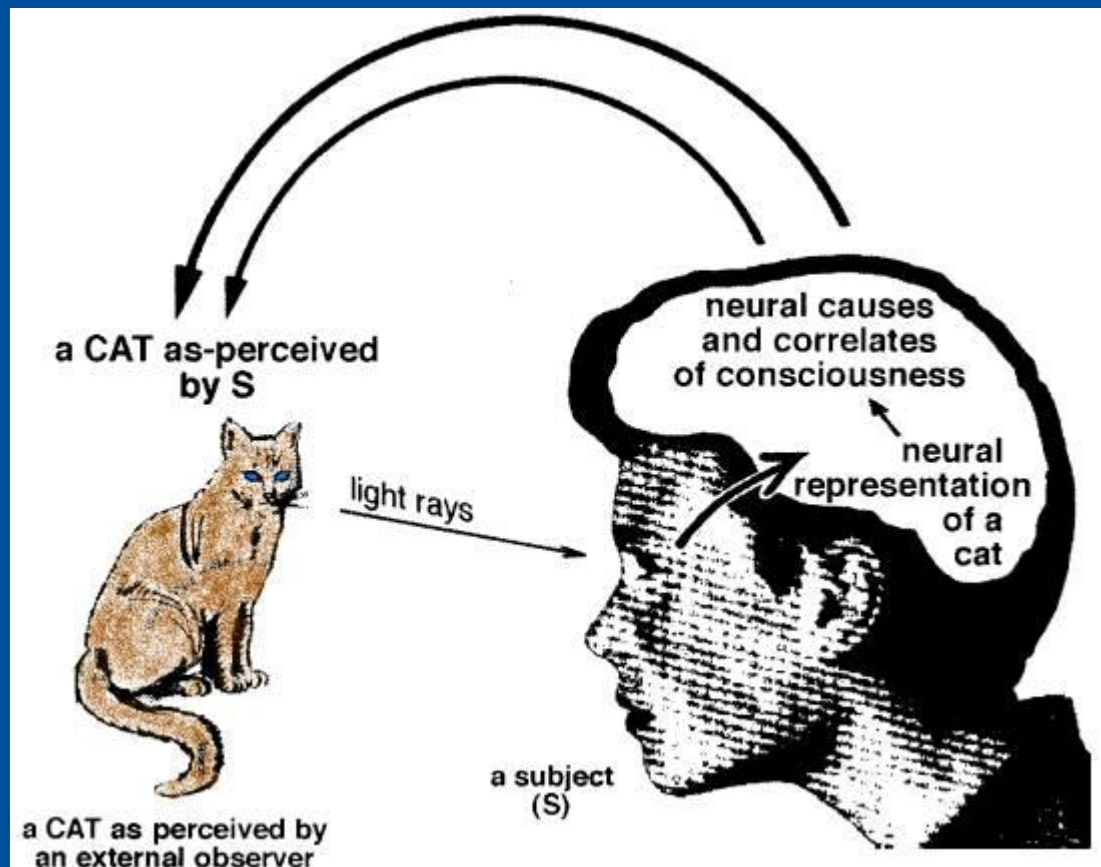
Explaining factors:

- Identification of partnerships is an autonomous process; UPPs are not part of multilateral or bilateral aid programmes
- Many UPPs are administered by (intermediary) organizations in the North
- UPPs also serve academic interests in the donor countries
- Many UPPs are co-financed by universities (North and South)

Is this non-alignment of UPPs with the main DC agendas a big problem?

- No, as long as UPPs respond to national DC priorities and are complementary to national and other donor initiatives

Do programmes and policies in Europe reflect the real needs of universities as development actors in the South?



Yes, because ..

- Stronger alignment with local priorities
- Based on strategic plan of the university in the South
- Ownership with the Southern partner
- Local relevance of teaching and research activities
- Improved coherence among projects (within linkages or country programmes)
- Sida: focus on research capacity and research culture
- NICHE: link with demands in the labour market

Yes: Examples

- **VLIR-UOS IUC programmes**
 - Coherent set of projects at 1 institution focusing on management practices, ICT and library facilities, instruction, research and outreach activities
- **NPT private sector development Tanzania**
 - Five projects strengthening capacities at different education levels:
 - In-service training of civil servants
 - Setting up BA and MBA curricula
 - Integration of entrepreneurship in TVET curricula

No, because:

- Demands overshadow needs – lack of proper **problem analysis**
- The selection of partner and projects biased towards **interests** and supply from the North
- **Tied aid** – choice in Northern partners may be limited
- Programmes are **not flexible** enough – one size fits all - no ‘*a la carte*’ modalities

What have we learned from UPPs over the years?



How to make UPPs supportive of local development

- **Outputs**
 - Education: linked to demands in the labour market
 - Research: results applicable in local context
- **Context**
 - Objectives aligned with local priorities and institutional strategies
 - Implementation harmonized with local procedures
 - Coordinated with existing programmes

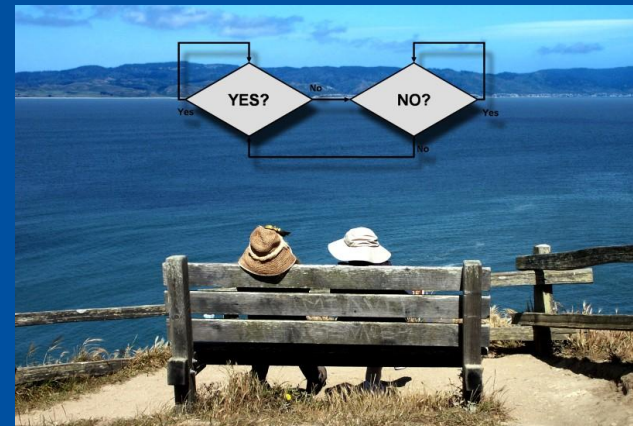
Success factors in partnerships

- Mutual interests
- Complementary strengths
- Needs based programme
- Respect and trust
- Long term engagement



Northern dilemmas in UPPs

- Fundamental or applied research?
- Development collaboration or pursuit of career opportunities?
- Development cooperation or internationalization?
 - Policy objectives of Ministries of Education and Development Cooperation may diverge



Challenges in developing a coordinated vision

- Defining the role of higher education partnerships in achieving broader development cooperation agendas (taking into consideration the various interests at stake)
- Defining the position of higher education partnerships in development cooperation approaches (e.g. sector programmes, basket funding...)
- Striking a balance between uniformity and complementarities in cooperation modalities (one EU model or synergy between existing models?)

Challenges in developing a coordinated strategy

- Aligning the identification of UPPs to government- donor planning processes in DC countries
- Achieving complementarities between UPPs in the face of differences in objectives, priorities, eligible countries, rules and regulations
- Stimulating universities in the South to develop and implement coordination mechanisms to arrive at synergy between UPPs in which they participate

Thank you for your attention!



Reactions?
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