

Not so close harmony

Cooperation modalities to strengthen
higher education and research in
developing countries

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Contents of presentation

1. A short history of development cooperation in education

From fellowships to sector programmes

Paris Declaration (2005)

2. Modalities of cooperation programmes

1.1. Objectives and funding arrangements

1.2. Capacity building/organizational development/partnerships

1.3. Programme objectives and programme ownership

3. Changing contexts

2.1. Changes in international cooperation programmes

2.2. Changes in stakeholder interests

4. Inconsistencies in programme set-up

5. Challenges in coordination and harmonization

A short history of development cooperation in education

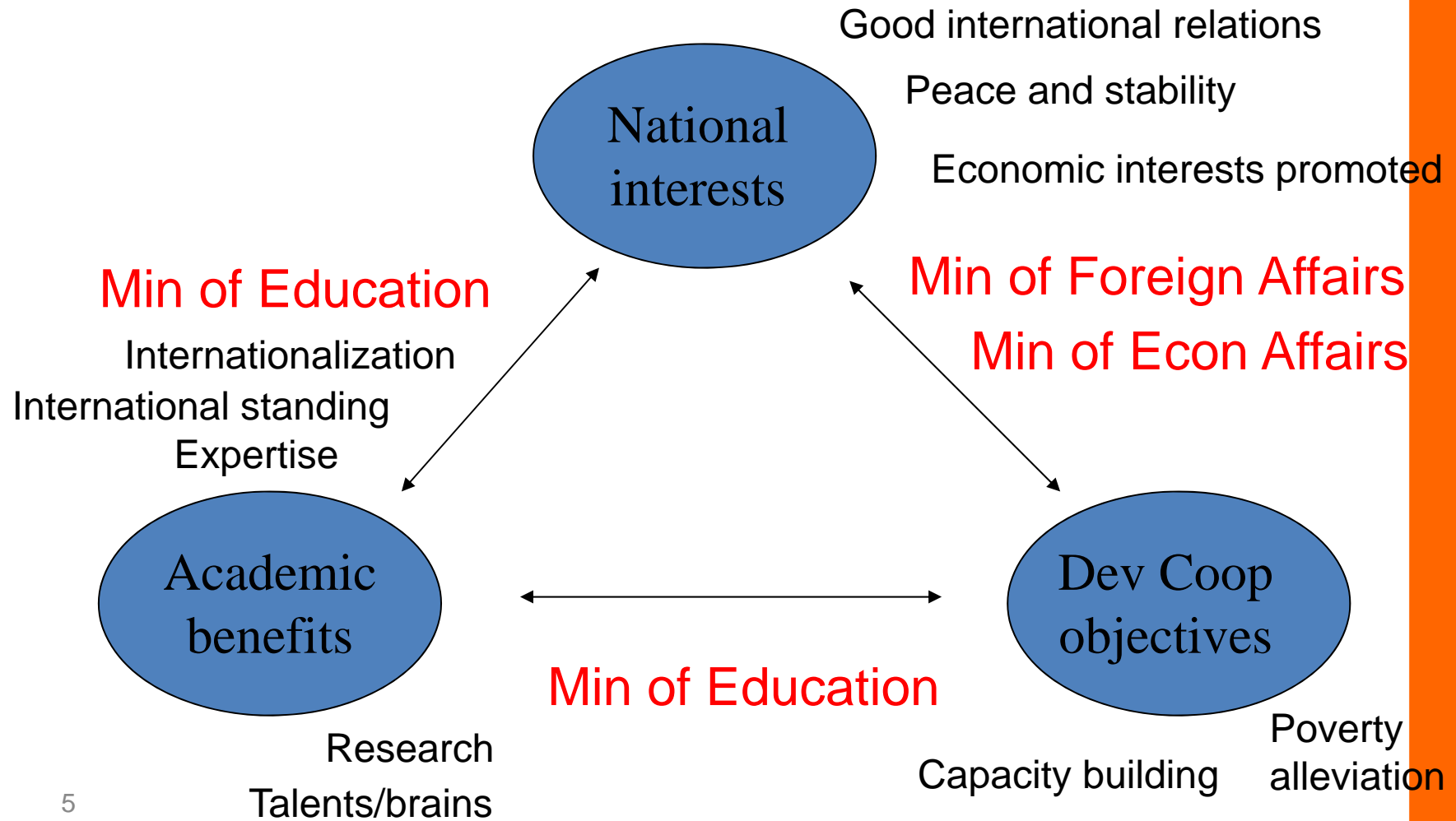
- After the second world war many colonies became independent and development programmes were initiated
- Fellowship programmes were the first higher education programmes which aimed to strengthen capacities in developing countries
- Followed by inter-university cooperation programmes
- Jomtien (1990) signaled the focus on basic education at the expense of support for higher education
- Cooperation projects were replaced by support for sector programmes
- However, programmes for international cooperation in higher education with developing countries continued.
- Paris declaration (2005) called for more ownership in the South, coordination of programmes and harmonization of donor programme procedures.

2. Modalities of cooperation programmes

2.1. Objectives and funding arrangements

- Three main orientations of programmes:
 - Developmental
 - Academic
 - Political and economic
- Linked to three major funders:
 - Ministry of Development/International Cooperation
 - Ministry of Education and Science
 - Ministry of Foreign Affairs/Economic Affairs
- Linked to interests:
 - Humanitarian
 - National academic
 - National diplomatic and economic

Triangle of interests and benefits (North)



Funding influences programme set-up

<i>Orientation</i>	<i>Developmental</i>	<i>Developmental + Academic</i>
Specimen programme(s)	Sida bilateral research; Dutch NPT and NICHE	APPEAR; Norwegian NUFU; Belgian research programmes; Canadian UP CD; IAP; German DAAD programmes
<i>Prime source of funding</i>	Development Cooperation	Development Cooperation + Ministry of Education
<i>Financing arrangement</i>	Single source	Co-financing
<i>Intended beneficiaries</i>	(HE and Research) Organizations in the South	HE institutions in the South and in the North
<i>Eligibility focus</i>	Selected bilateral partner countries and priority sectors	Broad(er) in terms of countries and disciplines; mainly focused on HE institutions
<i>Supply or demand</i>	Demand (sector plans; identification studies; organizations in the South)	Supply (initiated by institutions in the North)
<i>Modalities</i>	Technical assistance	Linkages and partnerships
<i>Administrating authority</i>	Development Cooperation Agency / IMO	Branch organization of universities or IMO

2. Modalities of cooperation programmes

2.2. Capacity building/organizational development/partnerships

- **Specific objectives** of HE cooperation programmes:
 - a) capacity building (teaching, research, outreach);
 - b) organizational and/or institutional development;
 - c) research collaboration, and
 - d) networking between Southern and Northern partners.

- **These objectives tend to overlap, or are combined**

- **Programme components are fairly standard** and follow on from the specific objectives: staff development, curriculum development, teaching and research facilities, joint research activities, staff and student exchanges and professional advice.

Typology of programmes by objective

Objectives	Capacity building	Organizational development		Networking
<i>Modalities</i>	<i>Service provision</i>	<i>Linkages</i>		<i>Partnerships</i>
Programmes	Sida research NPT NICHE DeLPHE	VLIR-IUC CIUF-CUD- CUI	NUFU VLIR-OI CIUF-CUD- PIC IAP DAAD programmes	Alfa EDULINK

What is in fashion?



3. Changing contexts

3.1. Changes in international cooperation programmes

- Changes that have been introduced - in varying degrees - in the programmes have resulted in a stronger emphasis on:
 - alignment of HE collaboration programmes with (bilateral) sectoral aid;
 - demand drivenness and ownership in the South;
 - output financing;
 - fewer partner countries;
 - transparency in matching partners, or matching 'demand' and 'supply' ;
 - independent administration of programmes;
 - South-South collaboration and making use of local and regional expertise;
 - untying of aid.

10

2. Changing contexts

2.2. Changes in stakeholder interests

- Institutions in the South
 - Demands increase; quality drops; relevance inadequate; gaps increase; cross-border providers compete
- Governments in the South
 - Financial constraints; brain drain; institutional weaknesses
- Institutions in the North
 - Enthusiasm to collaborate/co-fund is under pressure
- Governments in the North
 - Concerns about public goods; doubts about effectiveness of aid
- Funding agencies
 - Need to demonstrate impact, to align, to harmonize

4. Inconsistencies in programme set-up (a selection)

- The **compatibility** (or lack thereof) of the objectives of bilateral development policies and the objectives of international cooperation in higher education and networking
- The **collaboration period** of projects is usually too short to build up sustainable organizational capacities
- The principle of **joint financing** makes the interest of the Northern institutions in the partnership visible, but that at the same time the projects need to address the urgent needs of the Southern partner

5. Challenges in coordination and harmonization

- Government **policies**
 - lack of coherence
 - conflicts of interests
- Cooperation **programmes** - differences in
 - objectives
 - priorities
 - criteria
 - modalities
 - time frames
- Institutional **strategies** (North and South)
 - lack of vision
 - conflicting priorities (internal politics)
 - poor communication
 - decentralized decision making

13

Thank you for your attention!

Reactions are welcome: aboeren@nuffic.nl