



Ministry of Foreign Affairs



Shaping the future:

new perspectives on Dutch cooperation in post-secondary education and training for sustainable development



nuffic

Issues that matter: trends in international cooperation in post-secondary education and capacity building for development

Prepared by Nuffic for the international conference
“Shaping the Future”, The Hague
2-3 July 2012

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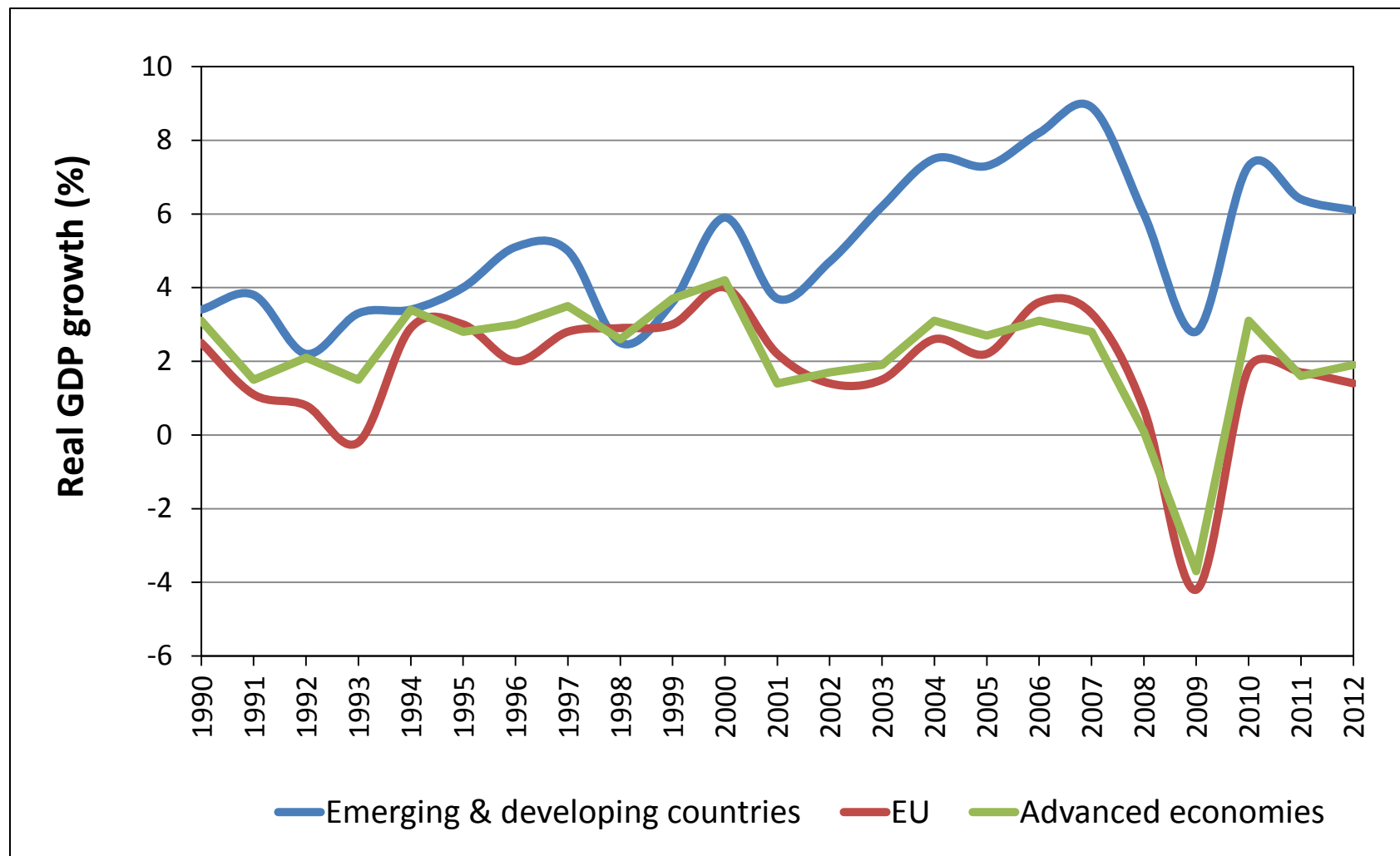


Issues that matter

- Economic growth patterns
- International cooperation in post-secondary education
- Donor foci
- Capacity development programmes

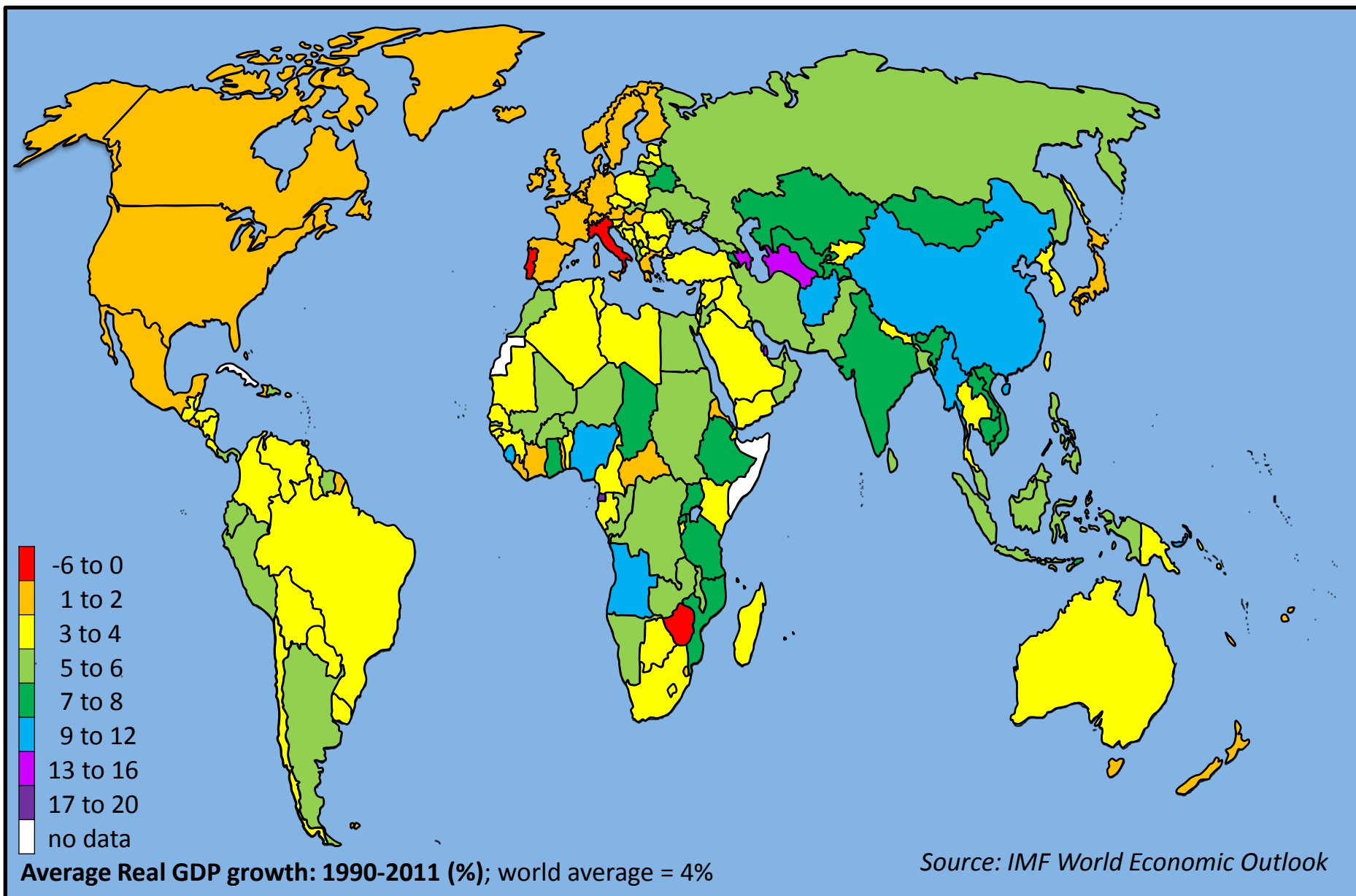


The Global Macro-Economic Context: Long Term Trend



Source: IMF World Economic Outlook

The Global Macro-Economic Context: Long Term Trend



Global trends in post-secondary education (1)

- Fast increasing enrolments
- Changing financing systems (output)
- Transition to knowledge economies
 - Competition for experts and talented students
 - Focus on internationalization of education
 - Need for strategic international collaboration
 - Knowledge generation for global issues
- Increasing mobility of students
 - Also within regions, especially South-East Asia
 - Mobility patterns change
 - For-profit recruitment of students
- Transnational education grows

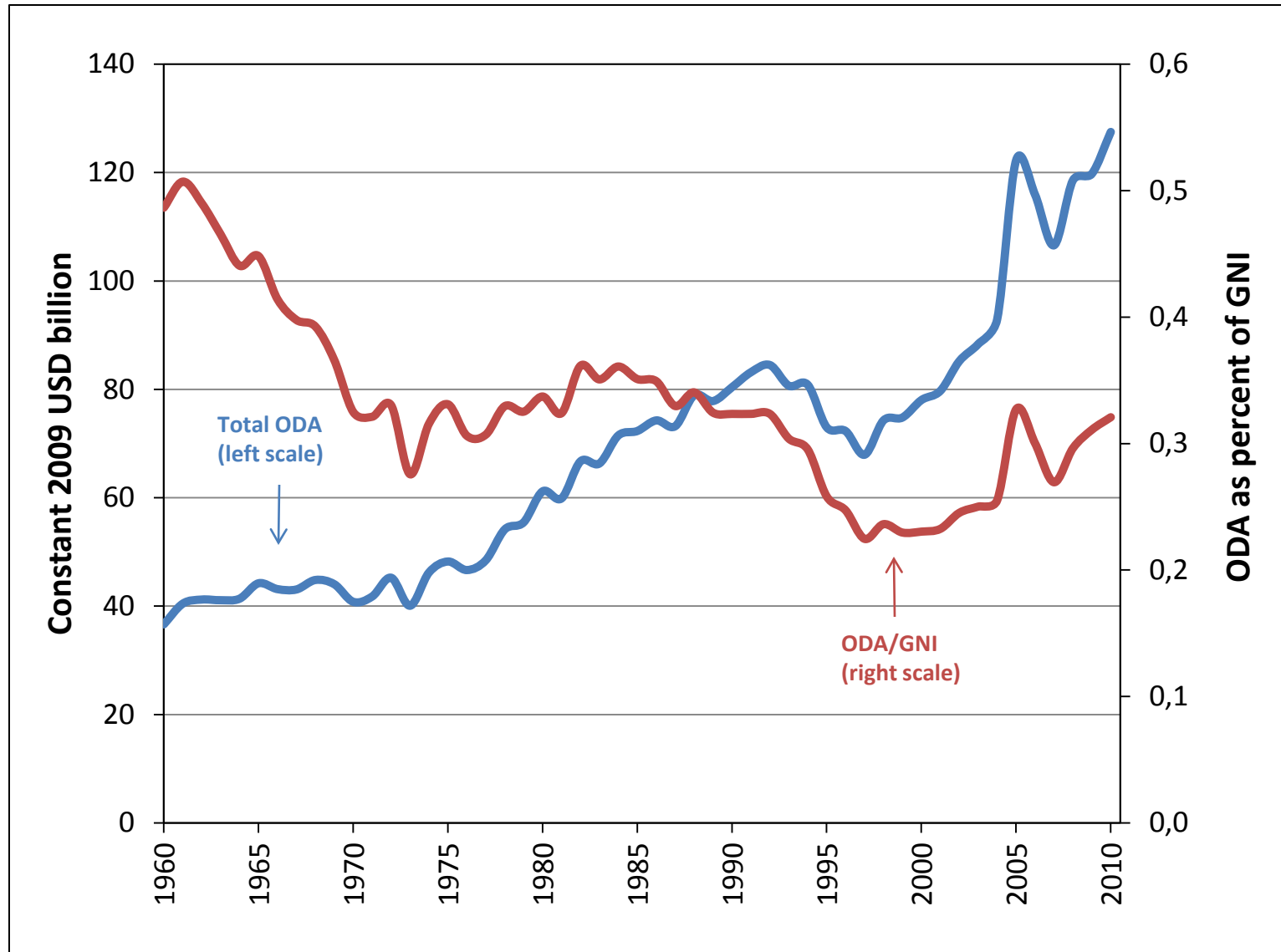


Global trends in post-secondary education (2)

- Number of international “education hubs” in Middle East and Asia growing
- Increase in the number of double & joint degree programmes
- North-North-South partnerships
- South-South collaboration
 - BRICS – Africa collaboration
 - Intra-regional collaboration in the South (e.g. qualification structures, mobility, research)
- Brain drain developments
 - China, Brazil, Mexico, Mozambique becoming more popular to return to
 - Brain drain remains a problem in poorer African countries



Net Official Development Assistance Over 50 Years (1960-2010),



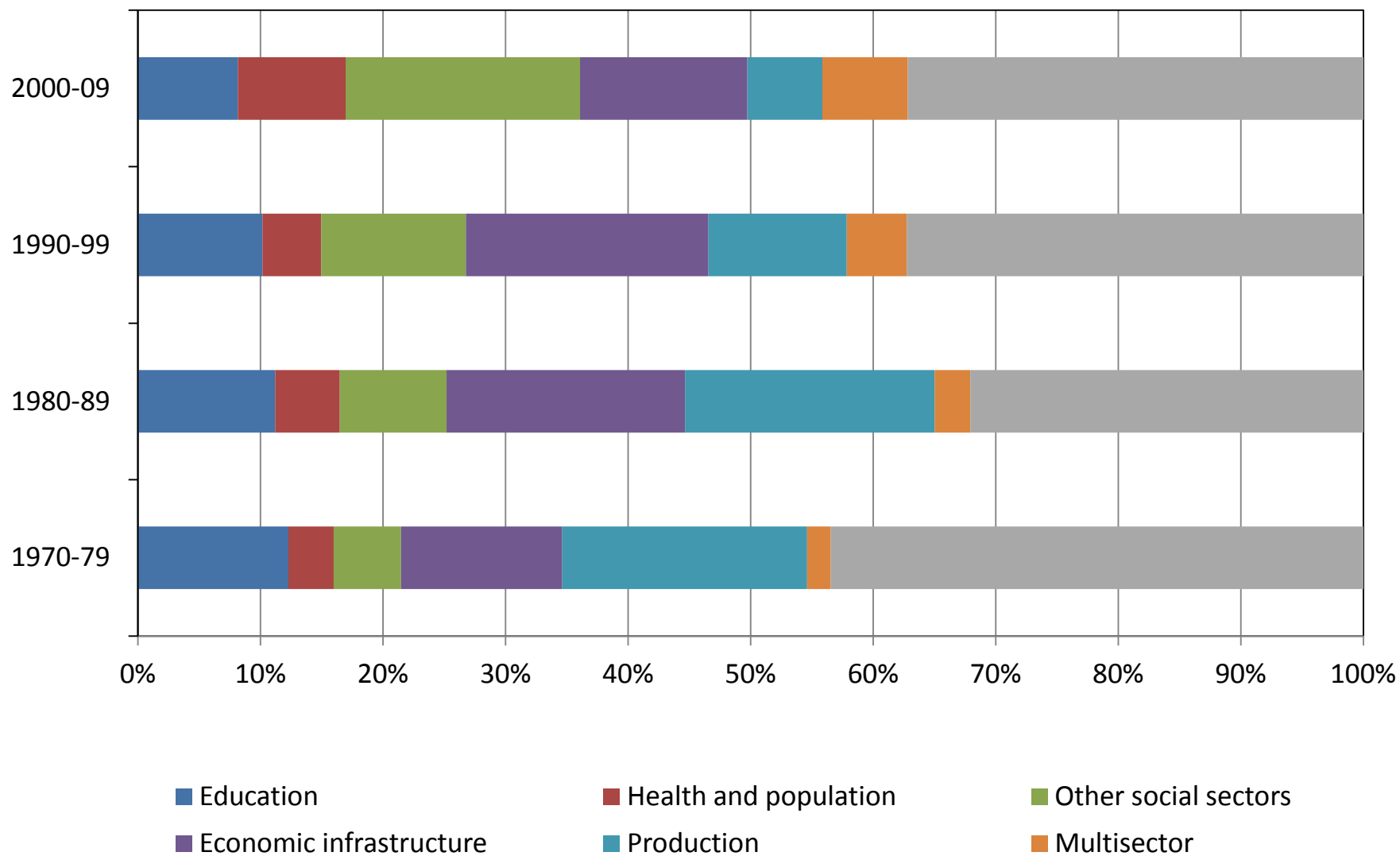
Source: OECD, 2011, Development Cooperation report 2011

Donor foci - funding

- The ODA volume in the last decade has increased (not percentage of GDP)
- ~70% of ODA flows through bilateral channels and ~30% through multilateral channels
- Within Africa, >90% of the net bilateral ODA goes to Sub-Saharan Africa and this trend is expected to continue.
- There is increasing talk of “emerging donors” (particularly the BRIC countries)
- The BRICS partnership is already having an impact on the way northern donors provide their aid (e.g. a growing focus on Aid for Trade and concessional grants)



Trends in Sector-Specific Aid, 1970-2009



Source: OECD, 2011, Development Cooperation report 2011

Donor foci - approaches

- Aid delivery through budget support has increased
- Aid is also increasingly becoming untied, with 79% of OECD DAC aid having been untied by 2007.
- Donors are increasingly working towards harmonising their aid and plans
- Aid impact evaluation is shifting in focus from inputs and outputs to outcomes.
- Key themes and cross-cutting issues: good governance, gender equality, climate change, skills development and labour market strengthening
- Fragile states also continue to be a point of focus



International cooperation programmes in post-secondary education

- Main objective:
 - Capacity development, predominantly in the partner country/organisation
- Types of programmes:
 - Scholarship programmes
 - Collaboration between organisations to
 - strengthen teaching and/research capacities
 - conduct joint teaching and/or research activities
 - strengthen organizational capabilities
 - improve the institutional context (enabling environment)

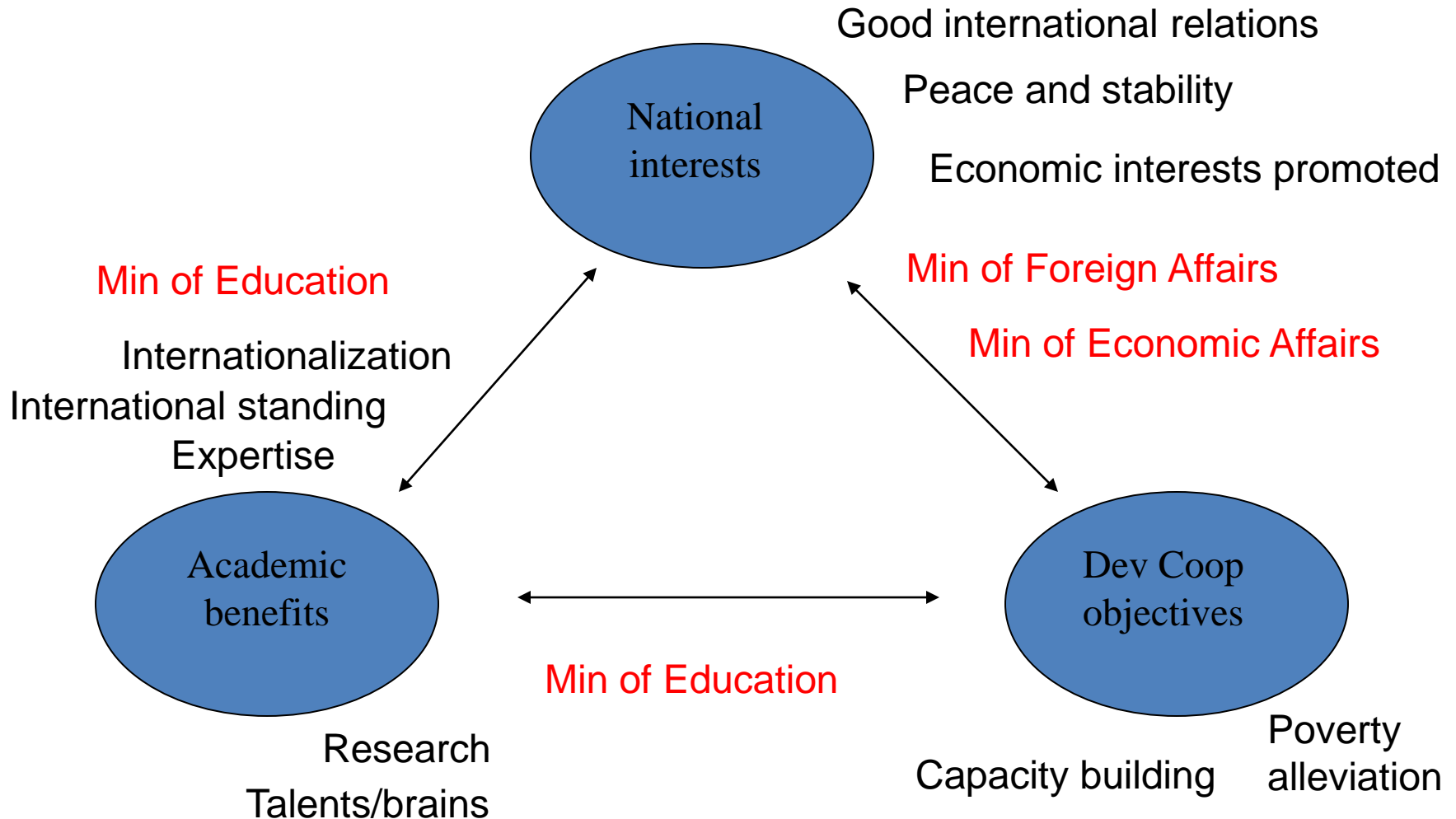


Objectives and funding arrangements

- 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	Norwegian NUFU; Belgian research programmes; Canadian UPCD; 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>Administering authority</i>	Development Cooperation Agency / IMO	Branch organization of universities or IMO



Observed changes in international cooperation programmes

- 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 programme administrator
- South-South collaboration and making use of local and regional expertise



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 (funding; the terror of rankings; the publish or perish doctrine; strategic alliances and networks)
- Governments in the North
 - Concerns about public goods; doubts about effectiveness of aid
- Funding agencies
 - Need to demonstrate impact, to align, to harmonize



Challenges

- **Compatibility** of the objectives of policy domains (foreign, economic, education, development cooperation)
- Compatibility of **collaboration period** of projects with capacity development objectives
- Organizing **flexibility** with programme frameworks
- Balancing **ownership** and **accountability**
- Ensuring **commitment** from collaborating partners within programmes



Thank you for your attention



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