

Nuffic Conference 'A Changing Landscape', The Hague, 23-25 May 2005

PAPER ABSTRACTS

Full versions of the papers which have been contributed by the participants can be downloaded in PDF format from the conference website at www.nuffic.nl/expertmeeting

Papers which have a date within brackets after the title are near-final versions.

Paper abstracts¹, arranged by author in alphabetical order

Afeti, George - *Ho Polytechnic, Ghana*

Strategic institutional development in the South: A case study of Ho Polytechnic (*version 7 April 2005*)

Among the major challenges confronting the tertiary education system in Ghana today are the increasing numbers of students and the consequent pressure of enrolments on teaching and learning facilities that are not expanding fast enough, inadequate funding, quality assurance, relevance of training programmes to the changing needs of students, industry and society, and the impact of globalisation and cross-border provision of higher education. Strategies and policies for institutional growth and the development of new programmes of study or the introduction of new teaching methodologies are therefore influenced, and often driven, by these imperatives and challenges. The Ho Polytechnic (previously known as the Ho Technical Institute) was established in 1968 and upgraded to tertiary status in 1993. Courses and programmes are currently offered to the Higher National Diploma (HND) level in engineering, business management, applied science and technology and fashion design. Over the past ten years, the Ho Polytechnic has made remarkable progress towards achieving its objectives as a technological institution. This progress has been accentuated by the development and implementation of an institutional strategic plan that was launched in 2002. At the time the polytechnic was upgraded in 1993, it was not too difficult to determine the core academic and management structures that must be put in place. In effect, what to do was not a problem; it was how to do the things that must be done that presented the greatest challenge.

Both the development and implementation of the strategic plan have been significantly influenced by the activities, support programmes and financial assistance of three major international donor partners and organisations. These are: The World Bank (International Development Association – IDA), The Japan International Development Agency (JICA), and The Netherlands organisation for international cooperation in higher education (NUFFIC).

The experience of Ho Polytechnic with several international donor organisations and partnership programmes has generated valuable insights, which can help strengthen collaboration with donor and project implementation agencies and increase the chances of project success. Successful projects, from the point of view of attainment of institutional development goals, are those that recognise and appreciate the aspirations and cultural sensitivities of the recipient partner within the broad ideological and regulatory framework of the donor organisation.

Altbach, Philip G. - *Center for International Higher Education, Boston College, USA*

The political economy of international higher education cooperation: structural realities and global inequalities (*version 17 March 2005*)

Since its origins in medieval Europe, higher education has maintained an international sphere of activity and influence. Both students and knowledge have always flowed across borders. Now, internationalization ranks as an imperative for almost all academic institutions, and few can avoid its impact.

¹ In the majority of cases, the abstracts of the papers have been prepared by Nuffic on the basis of the submitted texts. The authors may want to change the abstracts in the final versions of their papers.

Market forces affect higher education as never before, and this factor must be taken into account when considering international exchanges. At the heart of this change is the shift in thinking about higher education from its identity as a “public good” to that of a “private good.” Increasingly, states think of higher education as a private good that benefits individuals and should be paid for by them rather than as a “public good” that benefits society and therefore is public responsibility. The imposition of tuition and fees, the growth of the private sector, and the privatization of public higher education comprise elements of this trend.

International treaties that include higher education may shape international higher education in the future. The most important is GATS, the General Agreement on Trade in Services, part of the World Trade Organization, and currently being negotiated (Observatory on Borderless Higher Education, 2004). GATS is, by its nature and sponsorship, dominated by commercial motivations. Its goal is to open higher education markets in all countries and free them for international competition—including cross-border flows of students, the establishment of academic programs and institutions in other countries, open markets for academic personnel, among others.

In this paper it is argued that, by the large, the landscape of international higher education is characterized by inequalities and is increasingly focused on commercial and market concerns. These inequalities are especially stark in the context of relations between developing and developed countries, but market concerns are central to academe worldwide. This, of course, creates serious problems for international academic relations based on cooperation and on traditional academic norms and values.

The challenges of creating effective academic collaboration and devising ways of assisting universities in developing countries are substantial. But the task is not impossible. Some countries, including the Netherlands, have been at the forefront of creating solutions to difficult problems of effective collaboration. The task of creating high quality and responsive universities in developing countries is an important one—the struggle for effective solutions starts with a realistic understanding of the political economy of 21st century academe.

Ballantyne, Peter – *INASP, UK*

Enhancing access to information in higher education and research (*version 6 May 2005*)

New information and communications technologies (ICTs) are coming to be seen as essential tools to help us win the fight against hunger, to combat poverty, and to achieve sustainable human development. They are increasingly being rolled out in academic and scientific institutes as tools for teaching, learning, collaboration, and research. More generally, enthusiasm for ICTs in development can be seen in the massive explosion in the number of knowledge and information projects and initiatives - and in the rapid and appearance of ‘e’ words like eDevelopment, e-science, e-learning, e-health, e-agriculture, e-mail, e-collaboration, e-commerce, e-tcetera.

The International Network for the Availability of Scientific Information (INASP) is a relative ‘old timer’ in this business being established in 1992 by the International Council for Science (ICSU) to help improve access to information and knowledge through capacity building in emerging and developing countries.

The current INASP strategy is informed by the results of the first World Summit on the Information Society (WSIS) whose Plan of Action calls on the global community to “encourage initiatives to facilitate access, including free and affordable access to open access journals and books, and open archives for scientific information” and, under the heading E-science, to “promote electronic publishing, differential pricing and open access initiatives to make scientific information affordable and accessible in all countries on an equitable basis.”

This paper briefly introduces INASP and some of its activities in the area of scientific information. It draws on a recent review of the Programme for the Enhancement of Research Information (PERI)

to assess the effectiveness of its work. Some conclusions and experiences are drawn regarding the contributions of information programmes in the wider international cooperation context.

Béland, Margaux - *Association of Universities and Colleges of Canada*

Canadian North-South Collaboration through the UPCD Lens

In light of the recent Canadian foreign policy consultation and the subsequent development of an International Policy Statement for Canada it is clear that Canada will increasingly focus on some key countries and sectors in an attempt to bring greater coherence to its international policy as articulated through specific policies and program across the key Canadian government ministries with international mandates, notably its foreign affairs, trade, development, and defence ministries. It is also clear that with these new priorities there are opportunities for new programming approaches and directions.

This paper looks at the application of Canadian official development assistance through the specific lens of the University Partnership in Cooperation and Development program designed to enable Canadian higher education to work hand in hand with higher education in the South through this linkage program to strengthen higher education in the South. The goal of the program is “to increase the capacity of developing country education and training organizations to address their country’s sustainable development priorities.” It is further clarified that the purpose of the program is “to increase the capacity of the developing country education and training organizations, in collaboration with Canadian universities, to address the development needs of the communities they serve.”

Berlamont, J. - *KULeuven, Belgium*

University Development Co-operation by the Flemish Universities (VLIR)

During the last few years, the Flemish Universities (VLIR) have changed their policy with regard to University Development Co-operation (UDC). They have shifted the emphasis from short, mono-disciplinary co-operation projects to rather long term, big, multi-disciplinary and institutional collaboration projects. Projects should be academically sound and aim at the strengthening of the partner university, supporting it in reaching academic and institutional excellence and self-reliance. The focus should be on collaboration and joint research. Only in this way young academics can continue to be interested in, and motivated for UDC projects.

It is also important to strengthen the research capacity on development issues in Flanders. Therefore PhD scholarships are awarded to Flemish students. Sensitisation for development issues among the youth is achieved by awarding travel grants to MSc students.

Blumbach, Helmut – *DAAD, Germany*

Donor policies and co-operation modalities – the German Academic Exchange Service (DAAD)

The main area of activities of the DAAD are fellowship programmes. They have a world-wide scope and are not primarily designed as instruments of development co-operation. They follow what the OECD in a recent policy paper on trends in international higher education has called the „mutual understanding approach“, encompassing political, cultural, academic and development aid goals. Within these world-wide programmes, approximately 40% of our globally promoted budget go into academic exchange and co-operation with developing countries. Here, as programme evaluations show, DAAD-fellowships are a valuable contribution towards capacity building and especially academic staff development. They provide training at international standards of researchers, university lecturers, local experts and future political leaders, who, amongst other

tasks, will have to work out and decide on the education policies of their countries and who will have to put reforms into practice.

Individual fellowships may have a lesser structural impact than sector-related or project-orientated support, but at the same time give a very clear answer to the question of programme ownership: No matter who finances and administers the programmes, the ownership of the qualifications and skills acquired is with the individual. His or her decisions how and where to make use of these skills are not necessarily subject to development priorities of the home country, its government or the donor community. The evolution of DAAD programmes with developing countries is basically the story how to improve the impact of „traditional“ fellowship programmes by creating structures (e.g. university partnerships and sustainable teaching and research networks) which centre around former scholarship holders and encourage and enable them to use their skills and international experience for a contribution towards development.

There is nothing like “the South” in higher education development. The increasingly heterogeneous scenarios will have to be reflected in future policies and programmes. Some developing countries have become global players on the international higher education market and do not need any support from outside. Some countries invest their own funds to buy consultancy and other services to develop their higher education system. The trend “from aid to trade”, from development co-operation to competition is changing the modalities of North-South co-operation and becomes an economic challenge for intermediate agencies and universities in the North. In many less advanced countries however, higher education development will be on the agenda of development co-operation and foreign aid for many years to come. We are confident that in all these scenarios, academic exchange programmes will have their specific role to play.

Boeren, Ad – *Nuffic*

A bird's eye view: Lessons from evaluations of international cooperation programmes in higher education, research and manpower development (Draft)

This paper attempts to make a constructive contribution to the learning curve in development cooperation. It is done by bringing together the findings and conclusions of evaluation studies and by drawing lessons from these studies. Evaluation studies are supposed to provide evidence of what works and what does not work and to analyse the factors which may explain these findings. They also contain recommendations for improvements in programme set-up, programme management and implementation. This paper looks for commonalities in the findings of a number of programme evaluations and tries to draw lessons which seem to apply to these type of programmes in general. The comparison is not exhaustive. It only covers two modalities of support to higher education and research in developing countries, that of cooperation programmes between institutions and that of scholarship and fellowship programmes. Other modalities such as budget and sector support schemes are not included. The comparison is also not exhaustive because it does not include all existing institutional cooperation and fellowship programmes. The composition of the programmes which are being reviewed in this paper has been determined by pragmatic considerations and accessibility of documents. The weak evaluation culture in the development cooperation domain is underlined by the small number of external evaluation or review reports of international education programmes that has been published. Hence, the ‘stock’ of useful and informative documents is rather small. The coverage also carries the signature of the network of Nuffic. The reports and other documents were obtained from colleagues in ministries, funding agencies and programme administration offices in the Northern Europe and Canada.

Boeren, Ad and Hans Maltha, *Nuffic*

Background paper

This paper provides a descriptive background for the Nuffic expert meeting. It is not an attempt to provide an exhaustive overview or in-depth analysis of international trends and developments in international cooperation in higher education and research in developing countries. It is probably best characterized as a rather impressionistic overview of issues which dovetail with the key themes of the expert meeting.

The first chapter deals with challenges and trends in higher education. Current global trends in higher education are briefly discussed and, subsequently, a distinction is made between trends in higher education in the developing countries and trends in internationalisation in higher education in the developed countries. Chapter 2 discusses the characteristics, trends and perceived inconsistencies within the context of international cooperation programmes in higher education and research.

Bohmert, David

From academia for aid towards academia as aid. Challenges for the role of universities in Dutch development cooperation

The role scientific knowledge and talent play in shaping and determining the competitiveness, innovation and social cohesion of societies has been identified and acknowledged. In this vision, universities play a crucial and autonomous role collaborating with governments and business realising so-called knowledge societies. However, it has also been noted that developing countries risk being excluded from this dynamics of the global economy, not only in terms of human capital flight (brain drain), but also the likelihood of local concerns in developing countries being overlooked, ignored and postponed (World Bank 2002).

The crucial question therefore is whether and how development agencies and universities collaborate in order to let developing countries participate in the above-mentioned process. Both Thiel (2004) and Sorbo (2001) qualify the relationship between aid and academia as uneasy and rather problematic at this point in time in respectively Germany and Sweden. During a workshop of the Platform International Education (PIE) it became clear that most experts from universities and institutions of international education see also a problematic relationship between aid and academia in the Netherlands. Their argument is that the current Dutch development cooperation programmes in the field of higher education are designed in a way that the institutions cannot combine such activities with long-term academic cooperation with partners in developing countries. Most experts expressed the need for a shared vision between government and institutions on the role of the universities in development cooperation. The Dutch development cooperation programmes in the field of higher education are being evaluated and adjusted in 2005. This paper seeks to contribute to the definition of a shared vision called for by the experts during the workshop.

Botero Alvarez, Javier – *Ministry of Education, Colombia*

Higher education policy in the 2002-2006 education revolution: the role for cooperation (version 12 march)

Colombia has made great efforts and obtained important advances in education during the last few decades. In spite of this, it is still far from offering a quality education to all of its youth population. The Education Revolution 2002-2006 created by President Uribe seeks to address the necessities of coverage and quality that the country requires to achieve better conditions of social and economic development, and to improve the quality of life of the population.

In order to fulfill these objectives, the Ministry of Education has formulated 40 strategic projects, of which 16 belong to Higher Education. This paper contains a summary of the projects that are being developed currently. Those in which the Ministry of Education is receiving some type of

international cooperation are described in detail, as well as those in which there are potential opportunities for cooperation.

At the present time the main component of international cooperation in the Vice-Ministry of Higher Education is through credits of the multilateral banking system. It is important, however, to find new ways of interacting with the international community through approaches that take into account the country's weaknesses in terms of economic and technological resources, but without ignoring its ability to participate in collaborative actions.

Donor requirements in general ignore the particularities of the recipient countries. Approaches that take into account local visions are more realistic and accepted by the beneficiaries. Some of the cooperation modalities the Ministry of Education could profit from are: training; exchange of experts in relevant fields; exchange of information, cooperation in joint research projects; documentation and materials; the financing of studies and diagnose missions; consulting services; the financing of seminars and joint projects; the conformation of international thematic nets; technical assistance in the fields of technology; among others.

It is recommend that cooperation plans are agreed and constructed jointly so they target specific needs. This scheme would leave behind possible paternalistic practices that do not promote the active participation of all of the local actors.

Brito, Lúdia, Roland Brouwer, Ana Ruth Menezes and Gilead Mlay - *Ministry of Higher Education, Science and Technology, Mozambique*

Policy development in the South and its international dimension: the Mozambican experience

The importance of higher education in knowledge-driven development and growth cannot be overemphasized. The north-south science and technology gap is large and growing. While developing countries are still clinging to competitive advantage based on natural resources and cheap labour, they find themselves uncompetitive in the globalised economy where knowledge is increasingly at the core of a country's competitive advantage. Often, short term or peace meal solutions have been sought, leading to an ad-hoc expansion of higher education, which is frequently under funded and not accompanied by mechanisms to promote relevance, quality and equity. The changing economic environment calls for a reflection on how to reform higher education to respond to the challenges of knowledge-led development in a sustainable way.

Key in this reform is the international framework in higher education that has to allow low-income countries, such as Mozambique, to continue to develop their national systems, so that they are able to respond to the increasing importance of knowledge in production and economic growth. In the case of Mozambique, this has implied a movement towards a consensus about Higher Education and its role in national development. This consensus has resulted in the approval of a National Strategic Plan for the Higher Education Sector (PEES 2000-2010) and the mobilization of resources for its implementation.

In this paper we describe the process, the results and the lessons learned. We argue that education, and particularly higher education, can and should play a central role in development and present some ideas on what should be the role of governments and the nature of South-South and North-South cooperation that will make this to happen. We describe and assess the role of strategic planning in a context of international partnership. Mozambique is used as a reference case.

Copland, Geoffrey - *University of Westminster, UK*

Issues arising from international development activities of universities

I intend in this paper to discuss some of the issues which I believe universities should address when considering engaging in development projects in the less well developed regions of the world. I

shall draw up on my experiences of the University of Westminster arising from its engagements in activities in West Africa and Central Asia.

The obvious question, but one which is often not discussed, is why should universities in the richer and more developed regions engage in development projects in less well developed areas? It could be argued, indeed it is argued, that this is not the core business of universities and that we should stick to what we are funded to do.

I have advocated for many years that we are privileged and that we have a responsibility to provide support and assistance to those less well off in society. We are all part of the global society. We are interdependent and the future health of this global society has to be a concern for all of us.

The continuing success of the richer nations depends in the longer term on the developing success of the less advantaged nations. If we can help their development, stability and wealth, then in the longer term we will all benefit. If by helping to improve the intellectual and skills base of developing countries, they will be empowered to contribute positively to the global economy, then we all win. If we do it in such a way as to make a strongly positive impression, then it is good for us. But if we fail to deliver in any aspect, this will rapidly damage our reputation.

It is important for universities to be clear about their motivation for entering these various markets for off-shore developments, as that will help with identification of key risks for the university. It will also help to establish the method of development and the nature of the key players to be engaged from the home university. We have to be clear about the motivation, the risks and the long term benefits as we make decisions to move ahead.

Dassin, Joan - *International Fellowships Fund, Ford Foundation*

Promoting access and equity in post-graduate Education: the Ford Foundation International Fellowships Program

The Ford Foundation International Fellowships Program (IFP) is the Foundation's most significant recent investment in higher education and advanced training. The program was specifically conceived to identify and provide educational opportunities for highly talented, socially committed individuals from groups and communities with limited access to higher education, so that they, in turn, would be better equipped to promote social justice in their home countries and communities. This paper examines the program's underlying vision, specific goals and structure, and results obtained thus far, illuminates the Foundation's core values and the important strategic choices it has made about what constitutes effective support to tertiary education and research in, and for people from, developing countries.

While earlier fellowship programs sponsored by the Ford Foundation stressed the need for educated elites from developing countries to address problems in their own countries, the IFP takes that vision a step further. Directed toward talented individuals from marginalized groups and communities lacking systematic access to higher education, IFP is explicitly concerned with broadening access to and increasing equity within the higher education sector—an important principle underlying Ford's higher education funding in the United States, and, more recently, in the developing world as well.

The early outcomes of the formative evaluation of IFP and a wealth of experience gained during nearly five years of program operations in 22 countries have provided a deep understanding of how to structure international projects so that they are responsive to local conditions within a global framework. IFP has convincingly demonstrated the effectiveness of decentralized implementation in which locally based organizations not only operate the program but also play a key role in the design of policies and procedures.

Education and Development Division - Ministry of Foreign Affairs, the Netherlands

International education: the Netherlands' policy

International Education (IE) was one of the first areas in which Dutch development cooperation manifested itself, with Dutch IE institutions playing a very active part right from the start. Traditionally focusing on higher education for mid-career professionals with English as the medium of instruction, IE was initially the almost exclusive domain of 14 specific institutions. However, since English has now been introduced on a wider scale in higher education, more institutions are now offering courses. And by becoming involved in more development projects, they are also increasing their expertise.

In order to give a clear idea of the position occupied by current IE policy, it is helpful to note that in 1998, the sector-wide approach (SWAp) was incorporated into Dutch bilateral cooperation as its organising principle. As a result, bilateral aid now focuses on specific sectors, which are selected on the basis of a partner country's needs and policies, coupled, wherever possible, to our strengths. The emphasis in these sectors is on the national policy framework and related capacity-strengthening strategies, rather than on isolated elements.

In many partner countries, education has been selected for Dutch assistance. The embassies in these partner countries, and in some others that are strongly committed to EFA principles, support the development and implementation of a national education sector plan or strategic framework. Our focus is on basic education, but from a holistic perspective we should approach the various sub-sectors of education as they are related with each other.

Sector programmes for other sectors (like health, rural development, agriculture, economic development, etc.) also include priorities for strengthening capacity in various government agencies and professional institutions. Given that specific training and institution building needs could possibly be met by Dutch institutions for higher education, at the start of the current programmes we made a conscious decision to ensure more synergy between our IE programmes and our bilateral policy on the country in question.

This paper describes how the IE programmes were updated in 1999 and 2000. It also looks at the main features of three of the Dutch Ministry of Foreign Affairs' current programmes, i.e. the two Netherlands Fellowship Programmes (NFP) and the NPT (Netherlands programme for institutional strengthening of Post-secondary education and Training capacity). Finally, the paper will look at whether the Ministry's research policy might be relevant to higher education and research institutions, institutions for technological innovation, think tanks and advocacy institutions.

Gast, Willem-Jan de - Nuffic

Inventory of the visions, policies and programmes of a sample of Northern donors regarding their support for higher education development in the South. Working document for the Nuffic conference 'A Changing Landscape'

This document is an inventory of the visions, policies and programmes of a sample of Northern donors regarding their support for higher education development in the South. By presenting this overview, Nuffic wants to sketch a picture of the current state of affairs. This overview does not pretend to be exhaustive, in the sense that all donors have been incorporated. Nuffic has tried, though, to present a representative sample of the international donor community. We have included multilateral and bilateral donors, public and private entities, donors from three different continents, large and small ones.

Second, this overview is not complete as far as the policies and programmes of each donor are concerned. Out of the wealth of materials, texts have been taken that seem to grasp the intentions and practice best. Moreover, Nuffic has only looked at programmes that have the specific aim to

develop higher education capacity in developing countries and that explicitly involve the higher education sector in the North. This means that in most cases sector development programmes are not listed here, that no attention is paid to direct budget support, that multilateral support is left out of the equation and that support for the NGO sector is not visible.

In the first part of the document, chapters two and three attempt to compare the visions, policies and practice of all donors by asking the following questions: What appear to be common denominators, which donors take a different stand and why, how consistent are visions, policies and practice, which innovative approaches have been introduced, is there anything that can be said about the effectiveness of the approaches that have been implemented over the past few years? Chapter three concludes with a concise tentative agenda for future research and actions. In a separate annex the visions, policies and programmes of 16 donors are being presented.

Gijzen, Huub J. - *UNESCO-IHE Institute for Water Education, the Netherlands*

The ivory tower in motion. Transition towards knowledge-based economies requires effective North-South and University-Sector cooperation (version 9 May 2005)

The paper discusses the (potential) role of universities in economic and social development processes. The trends observed in 'western' societies, where universities increasingly have developed strong links with relevant (public/private) sectors may be useful for adoption in developing countries, and could be stimulated via international university cooperation programmes (such as Nuffic). The trend in western nations developed over the past decades, with a view to produce graduates with better 'end qualifications' and to generate useful research results and applications. Of course one would need to consider also the possible negative effects of intensification of university – business relations. Such relations might push the R&D agenda of universities away from basic research. The short-term interests of industrial partners might also generate tensions in joint research projects, as it may hinder in depth study of side aspects coming up under joint research projects. This may in fact reduce the 'academic freedom' of university research groups. Furthermore, the university – business partnership may also cause a shift from the usual 'academic openness' in research and publications towards confidentiality and delayed or only partial publication of results. Lastly, the private funding opportunities might trigger changes in university staff's mindset. There is a risk that staff will focus more on 'consulting' than on an in depth research agenda and on scientific publishing.

Gordon, Chris - *University of Ghana*

The University of Ghana: Strategic institutional development in the South (version 12 May 2005)

In his paper, the author discusses the effects of external influences on policy development and policy implementation at the University of Ghana. The World Bank, the AAU and nine major international and regional scientific institutions in Africa, as well as several funding agencies advocate strategic planning as the first most important step African universities must take to regain initiative and shape their future. Strategic Planning is interpreted as a process of consultation involving the university leadership, representatives of the academic staff, students and of the entire academic community, as well as representatives of the state, the government, and other constituencies in society. As a process of consultation, it should generate understanding and consensus among the most relevant stakeholders and as such, is an indispensable step for the university to adjust its role to the expectations of society and to ensure the support needed for the implementation of the approved plans.

In crafting its current strategy, the University of Ghana was very conscious of the fact that the outcome of any strategic planning process should not be a set of desirables as defined by the management and faculty of the university but instead should be a set of clear value-adding

initiatives that could be “sold” to its stakeholders. The importance of this view lies in the fact that there appears to be an ever-increasing gap between tertiary education’s “wish list” and the willingness of the public (taxpayers, legislators, parents and consumers) to pay for it.

The mission of the University is slanted towards the University as “an agent of development” rather than University as the “Church of Reason”. The University has managed to successfully implement its strategic plan and has carried out a mid-term evaluation on the achievements under the plan.

To illustrate the effects of external influences on policy development and implementation, examples are discussed of three different approaches used in relation to support to the university.

Ilsøe, Bente - *Ministry of Foreign Affairs, Denmark*

The Danish support to research capacity building and knowledge creation as an instrument in development aid

By sharing the experience and the lessons learned from a donor organisations support to research over more than a decade, the aim of this paper is to contribute to the discussion of how to make support to research and research capacity building in developing countries more effective. The paper describes the current Danish set-up for support to research, refers the outside evaluations carried out, and describes the challenges to meet and the inconsistencies to overcome.

Kasozi, A.B.K. - *National Council of Higher Education, Uganda*

The development of a strategic plan for higher education in Uganda 2001-5: the interplay of internal and external forces in higher education policy formation in a southern country (version 24 February 2005)

Any national policy reform development of a major service delivery system operates in, and is influenced by, the social forces present in the subject society. The factors that influence major political, economic and organisational behaviour of a given society influence the process of policy formation including that of higher education policy. The drafting of a strategic plan for higher education from 2000 to 2015 in Uganda was influenced by the same political and social forces that influence the daily lives and fortunes of Ugandans. This paper focuses on the impact of the interplay of internal and external forces (mainly the donor community) on the process of developing a strategic plan for higher education in Uganda. The attitude and experience of internal policy makers as well as the policies of the donor community influenced the development of the plan whose final draft is about to appear in the country’s Parliament. Due to the forces mentioned above, the document that is going to Parliament will have lost a number of its major and crucial recommendations. Unfortunately, some of these recommendations are considered key to providing the country with policies that would address a number of major global forces impacting on higher education today. Yet many parents, policy makers, the labour market and students would like the higher education system to deliver quality higher education that is relevant to the national and global needs. Such a situation can only happen when policy makers are ready to take bold decisions. Finally, the paper suggests operational behaviour that can maximise benefits from the interaction of local (southern) and external (northern) actors.

Katjavivi, Peter H. - *Founding Vice-Chancellor of UNAM (1992-2003)*

Engaging the university: a case study of the University of Namibia (UNAM)

Education has become an indispensable tool for development. But formal education institutions, especially those of higher education, must change to reflect the complex interplay of society dynamics, which themselves constantly change. Studies have emphasized the importance of higher education and the contribution of a university to economic development. Universities need to

achieve more relevance and restructure curricula to ensure greater articulation with the labour market while not being just market driven. They need to provide life-long learning for the labour force.

The negative effects of globalization – cultural invasions, unemployment, accelerated brain drain, and intellectual migration – have to be challenged, and the benefits of a knowledge economy and information and communication technology, fully embraced. To do this, universities need to re-examine their status in society, the status which has portrayed them as being highly valued and protected, and fixated by the traditional notions of autonomy and academic freedom, thus isolating themselves from society as ivory towers. Instead, universities have to be deeply in touch with the needs, large and small, of society.

The Twenty-first century university is envisioned to be a well resourced university, closely tied to the community it serves, becoming a cultural as well as intellectual centre for the community, and able to resolve major societal problems, that is both the university and community being fully engaged. As Makgoba (2003) has recently pointed out, this is because higher education systems throughout the world are products of the society surrounding them. In a normal, free and democratic society, higher education relates strongly to the culture and values of that society. It is a vehicle and instrument of development and transformation. Higher education engages with issues and problems of society and posits new knowledge and solutions in a dispassionate, insightful and reflective manner. It interacts dynamically, intimately and meaningfully with society and it shapes and filters external values. Higher education also responds to the changing and competitive world of knowledge, values and the norms for and on behalf of society. It champions and promotes the knowledge, values and ideals of society, and thus should fully embrace indigenous knowledge, tradition and history.

For universities and communities to engage in development as stated above, and in the context of Africa, universities need a re-visioning of the entire education and training process, and need also innovative strategies. I would like to share with you something of the experience of the University of Namibia in this regard.

Kiamba, Crispus M - *Commission for Higher Education, Kenya*

Entrepreneurialism and adaptability in Kenyan universities in the face of declining donor and government support

Other than being one of the beneficiaries of the early 1990's World Bank-supported Universities Investment Project (UIP) and having had limited support for specific research projects or isolated single programme and/or project support by development partners and international institutions, the University of Nairobi has received relatively little support towards a comprehensive programme or strategic support aimed at reforms from development partners over the last 25 years. Against that background, this paper briefly explores the role of the UIP and the subsequent attempt to transform Kenyan universities (using the University of Nairobi as a case study) over a period of a decade through entrepreneurialism and largely self-initiated and self-sustaining strategic approach. It, however, will be seen that although the Universities Investment Project did not continue to later phases as originally imagined, it importantly influenced the largely neo-liberal and market-oriented policy direction in the higher education sector in Kenya. The subsequent entrepreneurialism and adaptability of the universities were, to a great extent, deepening and consolidation of what had already been embarked upon during the UIP phase.

King, Kenneth – *Centre of African Studies, University of Edinburgh*

The Commission for Africa: A changing landscape for higher education and capacity development in Africa?, prepared by

2005 promises to be a potentially critical year for international aid policies of the richer world toward the poorer. The coincidence of the publication of the Millennium Project in January with the Millennium Conference in September, the publication of the Commission for Africa in March with its place on the G8 Agenda in July, and the presentation of the World Bank's new education paper to its new Board in June are just three elements amongst many more that suggest 2005 may be a turning point in international cooperation. The sheer ambition of the Millennium Project and of the Commission for Africa to engender and catalyse growth and poverty reduction is hard to exaggerate. But it is crucially important to this Conference in NUFFIC that these visions of development are not minimalist; they are not bounded by the targets set by the Millennium Development Goals (MDGs). Indeed, these visions imply that the particular MDG targets – such as universal primary education (UPE) – cannot be reached by focusing exclusively on them. The MDGs can only be reached if they are part of a much larger and more encompassing development agenda.

Higher education and research are crucially part of this expanded vision, in all three documents. At one level higher education is seen as part of the enabling environment, within the education sector, for UPE or for basic education. With the massive expansion of basic schooling under recent free primary school regimes, it has been recognised that without appropriate expansion of post-basic education and training, including higher education, the demand for primary may well not be sustained (Millennium Project 2005). But higher education is also seen as central to so many of the other recommendations of these 'development documents'. It is seen as essential to the kick-starting of growth through agriculture and urban regeneration, to health awareness and small enterprise development, and to governance and democratisation. It is also seen as a vital foundation for a dynamic or knowledge economy. It is not argued that the expansion of higher education, on its own, has these consequences. Rather, it is claimed that along with a wider enabling environment, such as a knowledge infrastructure and a positive investment climate, higher education, with professional and technological skill development, is an essential input. Welcome as this recognition of higher education for development is, the sheer scale and diversity of the necessary associated inputs is such that it is, fortunately, no longer possible to argue that investing in higher education, by itself, has a series of almost inevitable 'returns'.

One other caveat or health warning must be noted along with the long overdue recognition of higher education by these elements of the international development community (UN, World Bank, and the Commission for Africa). That is that there is nothing automatic about the development impact of higher education, any more than often-claimed benefits and 'externalities' of primary education. It is simply not the case that any old primary or higher education has potential 'development impact', regardless of quality. Mastery of the curriculum and a capacity creatively to apply it in the labour market are essential. Yet it is clear that too little is known about the quality of current higher education. The tendency to use the terminology of 'renewal', 'revitalisation', and 'crisis' of the current systems suggests that all is by no means well with present provision, and that therefore a mere expansion, with massive new aid moneys, of the existing dispensation will not be sufficient.

Kirkland, John and Jonathan Jenkins - *Association of Commonwealth Universities and Commonwealth Scholarship Commission*

New developments in scholarships and development aid in Higher Education

There is increasing recognition that funding schemes – whether for the development of human capacity or infrastructure – work best with the active involvement of the intended recipients at all stages. This note reviews the work of the Association of Commonwealth Universities and the Commonwealth Scholarship Commission in the United Kingdom, two bodies with traditions of working in partnership with developing countries. After describing recent developments in each, the paper suggests six principles that might be used to guide the planning of further initiatives, and evaluation of existing ones.

Kjellqvist, Tomas – *Sida, Sweden*

Prospective Position paper for university support and national research development

This paper describes the Swedish experience of research cooperation with developing countries. Sweden has been one of few donor countries that have acknowledged the need to strengthen research capacity at an institutional level, rather than focusing on training of individuals and research project support. Recently major actors in the donor community have rediscovered the significant role of science and technology for development. From the Swedish experience Sida suggests three areas where universities and national knowledge systems need to be strengthened: Research Policy, Research Environments and Research Management. The first and the last requires that donors cooperate to assist developing countries to set up conducive mechanisms for research. Strengthening of Research Environments should be aligned with National Policies and Research strategies both at national and University level. In Sida's experience cooperation between universities in developing countries and Sweden has proved to strengthen both local research environments and international scientific information exchange.

Løvschal, Kurt – *Norwegian Centre for International Cooperation in Higher Education (SIU), Norway*

Experiences from the Norwegian Centre for International Cooperation in Higher Education. Perspectives and lessons learned in programmes with the developing countries

Throughout its relatively short period of existence (SIU was founded in 1991) and up until 1 January 2004, SIU has enjoyed close ties with the body that represents Norwegian universities and university colleges: The Norwegian Council for Higher Education. Since January however, SIU's status has been that of an administrative agency with its mandate determined by the Norwegian Ministry of Education and Research. In its new role, SIU will be keen to preserve its close ties and partnership with the Norwegian institutions, because SIU's primary task is to contribute to the internationalisation of higher education and assist the various institutions in this respect. Successful development of new programmes, and the management of existing programmes, can only be achieved through close co-operation between the Norwegian institutions and SIU.

Developments, experiences and lessons learned during the years are presented in the paper.

Levey, Lisbeth - *Partnership for Higher Education in Africa, USA*

Building blocks to partnership. A case study of the Partnership for Higher Education in Africa,

The Partnership for Higher Education in Africa is an initiative of four US-based foundations—Carnegie Corporation of New York, The Ford Foundation, the John D. and Catherine T. MacArthur Foundation, and The Rockefeller Foundation. It was formally established in April 2000, although the presidents and staff (both in the US and in Africa) began to discuss the needs of African

universities, opportunities to work with them, and the desirability/practicality of a Partnership during the summer of 1999.

The Partnership was launched at a gathering convened by the four foundation presidents, which was attended by Kofi Anan, the President of the Association of African Universities, and the vice chancellors of the University of Dar es Salaam, Eduardo Mondlane University, and Makerere University. The presidents pledged more than \$100 million in support for higher education over the next five years—2000-2004.

This paper is about our experience in building the Partnership into a partnership, i.e., a true collaboration among four foundations that do not always work in the same countries or have the same sets of priorities.

The paper concentrates on one priority area because it provides an excellent example of Partnership methodology and the value added of four foundations working together, i.e. partnership collaboration on Information and Communication technologies (ICT), particularly bandwidth.

Luhanga, Matthew L. and J.S. Mashalla - *University of Dar es Salaam, Tanzania*

Reforms and innovations in higher education: a reflection on the initiatives and lessons at the University of Dar es Salaam in Tanzania, 1994-2004

For most of the 1980s, well into the early 1990s, public universities in developing countries had a trying moment in their operations. With the economic recessions government subventions to institutions of higher learning had almost become nominal, affecting not only development and maintenance of the physical plant and facilities but also viability of the academic programmes and associated staff morale. Activities in these universities had almost come to a standstill, and, the vital knowledge-production function had been relegated to a secondary place in the anguish of searching for means of survival.

It was in the wake of this bitter experience in higher education provision that some early cases of innovative institutions led the way towards an 'invention' of solutions that became 'good practice' and were in the process emulated by other institutions to move forward. In connection with this pace-making initiative – at least in the eastern-southern Africa region - due recognition is to be given to two universities, namely Eduardo Mondlane University in Mozambique, in connection with laying of one of the earliest and newest Information and Communication Technology (ICT) Infrastructure in the region; and Makerere University in Uganda, in connection with a strategy of student enrolment expansion, which has seen a seven-fold expansion in a period of only ten years from about 3,500 students in 1993/4 to 26,000 in 2003/4. Generally speaking, it was after the venturing steps taken at these universities, in one or two areas of concern, that other institutions of higher learning in the region followed suit. Among these institutions was the University of Dar es Salaam that, on its part, took the process further and within several areas of concern in systematic succession and with relatively equal vigour and noticeable impact.

Lwakabamb, Silas - *Kigali Institute of Science, Technology and Management (KIST), Rwanda*

Strategic institutional development in the South: a case study of KIST

Nuffic has called on participants to 'to make support to tertiary education and research in developing countries more effective'(meeting announcement, 1). A positive development in international relations that I would like to highlight is 'ownership'. Donors around the world have recognized that only when a government or an institution 'owns' a plan or a project, only then is there hope for successful implementation. KIST has developed its own strategic plans and policies by working closely with the Government of Rwanda to ensure that these plans fulfill government objectives. Doing so has enabled KIST to actually work with partners. We know the needs of our country and our institution, and we know our objectives; Therefore, we are able to engage with

partners in finding solutions. International relations that truly promote capacity building will only exist when we, institutions of the South, take responsibility for articulating our needs and strategies. Let us, North and South together, identify 'things that work', take ownership, and make support even more effective.

Mbwette, Tolly S.A. – *Open University of Tanzania (OUT)*

The special role of distance education and evaluation of impacts of the observed global changes on policies and programmes related to international cooperation in higher education and research in Tanzania

Over the last ten (10) years, the Tanzanian higher education sector has shifted from a wholly public sector to one that has now embraced the public-private partnership in its delivery. The 2004/05 total enrolment in higher education institutions is estimated to be 48,000 with over 32,000 enrolled in public universities. Although the above increase is commendable, compared to the Tanzanian population of about 34.0 million by 2004, the participation rates of the Tanzanian society in higher education is dismally small (i.e. 0.0012 or 0.12%).

The number of public universities has by 2005 increased from 3 public universities (in 1995) to 4 to-date. There are 13 Private universities that are at different stages of accreditation by the Higher Education Accreditation Council (HEAC). With the exception of most public universities, the private universities are still grappling with delivery of undergraduate degrees only to date. A few private universities have been able to enroll students at Masters level and to date, none has produced any PhDs. The future of the higher education sector in Tanzania is likely to be fairly bright, particularly in view of the increased reliance on an enhanced public-private sector partnership.

The Open University of Tanzania (OUT) started its operations in 1994 with a modest enrolment of only 766 students in two faculties i.e. Arts and Social Sciences and the Faculty of Business Management. At that time, only BA, BA Ed., B.Com and B.Com Ed. programmes were offered by OUT. By the year 2005, the cumulative number of students admitted by OUT was about 20,000 including about 6,000 who had registered for the foundation course. When one compares the number of students with the total enrolment in Tanzania, it is quite clear that, during the ten (10) years of existence of OUT, it now contributes towards about 25% of the total higher education enrolment and about one third of the total enrolment in public universities in Tanzania.

Bearing in mind that OUT has already entered into a special agreement with the Ministry of Education and Culture to enhance the quality of teachers (Primary and Secondary levels) without taking them away from their stations, the crucial importance of distance education cannot be downplayed. It should also be understood that by June 2004, OUT had opened regional centres in all the 23 regions of the entire United Republic of Tanzania in order to bring about its services closer to the society. One of its main challenges is to develop further its infrastructure and human resources to ensure it can cope with the increasing number of applicants and the teachers who must be further developed.

Specifically, for OUT to do well, it needs funding to fully develop its Information and Communication Technology (ICT) Master Plan as guided by the ICT Policy. The most critical needs include development of its Wide Area Network for all 23 regions. It also needs to establish computer laboratories for all its regional centres. OUT also needs to have its own physical facilities in all regional centres so as to reduce running costs and also cater for the increasing number of the applicants to OUT apart from securing any longterm investments. The fourth constraint is to recruit sufficient numbers of full time staff in all regional centres to ensure the students are well served.

If the above four constraints can be addressed along with a rational increase of funding from the Government for student direct costs, OUT will become both the biggest public university in Tanzania in terms of enrolment of active students and also the biggest trainer of teachers. This way,

it will live to contribute to the effective development of Tanzania during the 21st century. The research culture has now been mainstreamed in a number of the OUT policy and operational procedures.

Molenaar, Martien and Sjaak Beerens - *International Institute for Geo-Information Science and Earth Observation (ITC), the Netherlands*

From ‘building capacity’ to ‘building oncapacity’: the example of the international geo-information community

Developments in the GI Sector across the world have far-reaching implications for the professional GI-organisations operating in that sector. In terms of capacity and capability requirements these developments imply that GI organisations not only require technically and scientifically skilled and knowledgeable personnel but also capability to formulate business strategies, manage complex processes and design GEO-ICT infrastructures. This implies that capacity building goes far beyond technical training in this sector. Further more with the development of ICT the use of (spatial) information in both the public and the private sector is growing fast so that there is not only a need for an increasing variety of trained staff, there is also an strongly increasing quantitative need for training and education. Therefore we have to look for ways to improve and increase the capacity for training and education world wide.

The International Institute for Geo-Information Science and Earth Observation (ITC) is presently implementing a strategy of developing international partnership for education. This is done in two stages: ITC and organizations abroad first develop bilateral partnerships, then with these partners we form an education network of multilateral relationships. This paper draws on our experience over the last ten years and explains some basic assumptions and constraints for this development.

Molendijk, Mathilde and Henk J. Scholten - *Spinlab, Vrije Universiteit Amsterdam, the Netherlands*

From local heroes towards global communicators: the experiences of the UNIGIS network in educating GIS professionals worldwide (version 3 March 2005)

With eleven years of experience in successful international academic distance learning in spatial information management and geoinformatics, UNIGIS is one of the oldest distance learning initiatives. This is a valuable experience, with successes and mistakes that are typical of innovative initiatives.

This article presents an analysis of an international effort of seventeen universities worldwide in providing a common program in Geographical Information Systems (GIS), against a background of changes in the international landscape of tertiary education. These changes have to do with the tendency in Europe and the rest of the world to uniform the system of higher education and also with more general tendencies resulting from developments in Information and Communication Technology (ICT).

In this article, the following questions are considered:

- What is UNIGIS?
- How does the UNIGIS network grow within the context of changing landscapes?
- What are the different phases in the sustainable growth of the network, and what are the success factors in each of these phases? An example of the establishment of UNIGIS India is presented to demonstrate the process of expansion of the network.
- Which lessons can be derived from the experiences of the UNIGIS Network and what does the future hold in store?

The analysis is based on the experiences from the VU, one of the founding members. A number of issues are put into the reference framework of this university.

Mollel, Ruth H. - *Ministry of Science, Technology and Higher Education, Tanzania*

Developments and implementation of government policies for higher education and research
(version February 2005)

This paper reviews the major milestones in terms of evolution of the process of development of the policy of higher education and research over the last 40 years of existence of Tanzania. It highlights the major milestones in terms of evolution of the national vision that had impact on policy development and adoption by Government prior to implementation.

Generally speaking and from a historical perspective, an examination of external factors which have been exerting impact on the development and implementation of policies on higher education in Tanzania will inevitably revolve around block power politics, policies and priorities of the World Bank and its agencies, donors' financing schemes and their influence, global developments, support strategies and cultural agreements. A number of factors are briefly discussed in terms of their impact and the associated constraints to the higher education and research institutions/efforts.

The paper ends with recommendations which call a.o. for an enhancement of capacity for policy analysis, formulation and review, joint policy formulation, support to be channelled through established systems, respect for the development agenda and priorities of the South, and a more pro-active involvement of the South in formulation of the development agenda of the North.

Mora-Escalante, Sonia Marta – *Universidad Nacional, Costa Rica*

University improvement in the developing countries: a major challenge

It is undeniable the role that the Latin American public universities have played in the creation of new opportunities for social advance and for the independent analysis of the national problems and the international concerns. Although, in some periods and regions, universities were affected by specific political situations, the restitution of their quality and self-governing academic work has been essential to reinforce democracy.

For many years, the Universidad Nacional in Costa Rica developed its activities, basically, through annual institutional plans and ad hoc policies that provided results at the long term. Recent reflections, considering the current trends of higher education systems and the self-institutional experience, made Universidad Nacional to place institutional transformation as a strategic objective. However, it was necessary to connect, bring together, and align the many institutional efforts conducive to the change, to prepare a systematic proposal that would ensure, at the same time, their mutual support.

Without doubt, the international factor affects the definition and enforcement of policies in the higher education institutions—particularly in a global context. This is especially true, in the case of universities with scientific communities that have dynamic, efficient connections with the world academic community.

In the experience of the Universidad Nacional, the international assistance has brought:

An increasing incentive for quality improvement processes.

An incentive to strategic thinking, to the coordination of institutional transformation efforts and to the dynamism of the university administration.

An incentive for the regional activity

An incentive to specific areas of the academic and social development.

An incentive for the improvement of specific academic areas and institutional building projects.

An essential factor for the new millennium university.

Based on this experience, the paper lists a number of special achievement conditions for the effective cooperation and sustainable results between the institutions from industrialized countries and those from developing countries and a series of recommendations.

Nilsen, Rune, Jan Petter Myklebust and Bjørn Erik Andersen - *University of Bergen, Norway*

Norwegian policy for higher education and research on collaboration with developing countries. Experiences from the University of Bergen; challenges for the future, (version 18 March 2005)

In 1999 the Norwegian Government approved a strategy for strengthening higher education and research in the context of Norway's relations with developing countries. The main objective for Norwegian support to competence and capacity building in the South is to strengthen the ability of the higher education and research institutions in the developing countries to conduct relevant research and to utilise the knowledge produced.

The strategy was developed under the assumption that Norwegian universities and research institutions were interested in and capable of contributing to competence and capacity building in the South by inviting their counterparts to tap into high quality research and research training activities at the Norwegian institution. This means that committed institutional collaboration in research, research training and education with partner institutions in developing countries should be reflected as academic core activities for the Norwegian institution in question. Moreover, these academic core activities should also be reflected in the Norwegian institution's general strategies for research and education, as is the case for the University of Bergen.

The University of Bergen has systematically pursued collaboration with developing countries for more than 30 years. There are two main strategic areas for research at the University of Bergen: development research and marine research. The bulk of resources available for implementing the research strategy come from the university budget. Development research is explicitly mentioned as part of the work description for 26 full time academic positions at the University of Bergen. Five university research centres have been established since 1986 to work with specific development research issues.

The Norwegian model for building research competence and capacity in the South through institutional partnerships has proved to be efficient, cost-effective and highly appreciated by the South partners. It is a demanding model since committed partnership anticipates a common academic interest and joint effort to allocate resources for carrying out scientific projects considered to be important and relevant for both partners.

Nkanza, Patrick Kona - *TAVETA, Zambia*

Zambia: strategic institutional development of the Technical Education, Vocational and Entrepreneurship Training Authority, (version 14 April 2005)

This paper presents recent developments in the technical education and vocational training (TEVT) system in Zambia. The country introduced reforms of the TVET system in 1998, and the reforms are being implemented with the assistance of multi-lateral and bi-lateral organisations.

The paper outlines the reasons for these reforms and the challenges that these reforms have presented to Government, the regulator, training providers and employers. It is suggested that TEVT is an important tool for poverty alleviation because enhanced skills present opportunities for improved household incomes from both formal and non-formal employment.

Platform for International Education (PIE), the Netherlands

Good Practices, Good Programmes

The paper contains the conclusions and recommendations of a PIE seminar. The seminar was held to make a 'contribution to the quality improvement in capacity building programs for higher education and research in developing countries'. Participants were representatives of many Dutch higher education institutions as well as invited guests (see annex for the list of participants).

The basis for the discussions at the seminar was provided by eight cases of cooperation projects with partners in the developing world, presented by Dutch higher education institutions. Analysis of these cases revealed successes, failures and lessons learned. It also allowed on a more general level some conclusions concerning what, based on these experiences, works and what does not. The seminar concluded with a set of recommendations for the future set-up and implementation of programmes that aim to build capacity in higher education and research in the developing world.

Powell, Judy – The British Council, UK

North-south partnerships in higher education: the changing climate and current issues in the UK

In this paper I want to consider interaction between higher education institutions in the north and south and the potential for building cooperation that is not based on traditional donor-recipient relationships. Although development funding targeted at HE has been decreasing in many donor countries, there may be alternative methods of engagement, founded more on partnership. The result might be more mutually beneficial dialogue and cooperation, and wider recognition and awareness of what might hitherto have been regarded as a rather self-contained area of activity. In the UK the Department for International Development (DFID) has as its central focus a commitment to poverty reduction and to working with other governments toward the MDGs. HE development activity has been regarded as fairly peripheral to this agenda, but in 2004 DFID took the welcome decision to renew the Higher Education Links programme for a further 7 years. I shall be considering the issues relating to the successor HEL programme later in this paper but first want to look at the wider picture.

Robinson, Pearl T. - Tufts University, USA

Curriculum co-development with African universities: fostering international dialogues across two digital divides, (version 9 may 2005)

Tufts University (Tufts), Makerere University (Makerere), and the UDSM have forged new ground in higher education through establishing Curriculum Co-Development (CCD) - a network-based model for teaching and learning. CCD is based on shared curriculum development and delivery, and utilizes Academic Technology in ways that support more complex learning and understanding. Within a CCD program, participating institutions cooperatively develop and teach course material using online exercises, discussion groups, the tools of distance learning, and problem-solving on subjects that require multiple perspectives and complex thinking.

At the heart of the CCD model is the metacourse, a set of two or more campus-based courses that are linked by an overarching theme, a core body of knowledge, overlapping readings, and a series of interactive web site exercises designed to involve groups of students at distant institutions in a common learning plan. It consists of all the lectures and syllabi associated with the individual on-site course; the web page (including text and image documents, video clips and links); and the new knowledge generated by students through their various online interactions.

Inasmuch as this project was conceived as a capacity-building intervention to strengthen universities in Africa, most surprising has been its impact on the educational experience of the participating students at Tufts. Tufts University prides itself on providing education for global

citizenship. Yet our students seldom have an opportunity to engage with Africa through intellectual give-and-take.

Samoff, Joel - *Stanford University, USA*

The pursuit of effective external support and persisting external influence – direct, indirect, and negotiated,

The combination of a call for increased external support, the unending efforts to modify and refine the objectives and forms of foreign assistance, the imaginative ideas and good will of many people involved in providing and receiving foreign aid, and the regular observations that important aid objectives have not been met and seem unlikely to be met - confirms that it is the aid process itself that is fundamentally flawed.

What is to be done?

To contribute to this discussion of strategies for making support to higher education and research in developing countries more effective, the authors comment on several dimensions of the aid process. The aspirations here are modest: an initial attempt to explore common patterns that are often obscured by the specificities of particular projects, or support programmes, or national education policies. The author's starting premise is that the effectiveness of external support is in significant part a function of the aid process and the aid relationship. Starting there is not to ignore the intentions, or energies, or good will of those involved in providing and receiving external support or to devalue the efforts of some funding and technical assistance agencies to do things differently. Those efforts matter. This starting premise functions to insist that we explore and assess those efforts in an understanding of aid as a structured relationship that often stymies even those who are the most creative, the most tireless, and the best willed. It functions as well to insist that we address the ways in which particular values, assumptions, ideas, interests, and priorities are as deeply embedded that participants and observers fail to notice them or understand their significance and consequences.

To reiterate, the concern here with broad trends and commonalities is not to ignore the differences among agencies and countries (which several authors have studied systematically and critically) or to devalue innovative departures or radical alternatives. Indeed, the point of this paper is to encourage them. At the same time, it is essential to recognize that what is problematic is the structure of the aid relationship, not the misunderstandings or insensitivities or arrogance of a particular agency or individual.

To pursue that exploration of common patterns, the author begins with attention to several important dimensions of the aid relationship, including the terminology used to characterize it. To elaborate how the most important pathways of influence may be the least obvious, the author reports on a recent analysis of World Bank higher education policies and their consequences for Africa. To keep the discussion grounded, the frame of reference is Africa.

Steen, Sissel Hodne and Betsy Heen - *Norad, Norway*

Donor policies and cooperation modalities

Norway first became a sovereign nation in 1905. Yet at independence Norway already had its own national university! In 1811 the Royal Frederick University (now the University of Oslo) was created, a mere 2 years after the Humboldt University of Germany. It served a double function in its early years: a haven for science and research, and an engine of national development for future leaders, professionals and administrators. Norway is in many respects a good example of how higher education and research have benefited national development.

The purpose of the paper is:

- to provide an overview of Norway's vision, policy and guiding principles on support to tertiary education and research in developing countries
- to describe programmes and funding arrangements
- to illustrate some of our perceived strengths and weaknesses in a selected number of programs

The paper concludes with a number of challenges which emerge from an assessment of Norway's vision, policy, activities and experiences for support to tertiary education in a changing landscape.

Yizengaw, Teshome - *Ministry of Education, Ethiopia*

Policy development in higher education in Ethiopia and the role of donors and development partners, (version 24 February 2005)

Higher education and training in Ethiopia has started over 50 years ago, but still remains highly underdeveloped. For a population of over 70 million, the enrolment in both public and private higher education institutions is less than 200 thousand. Access is still very low and the quality and relevance of the education and research activities of the institutions are not up to expected standards and levels.

In recognition of these multiple challenges, the Ethiopian government has introduced several policy and strategy provisions and major re-engineering or reform initiatives. The initiatives are mainly efforts to realign the system in order to contribute more directly to the country's strategy for rapid economic growth and poverty alleviation. The many policy initiatives of the government and higher education institutions in Ethiopia have been commented upon and indirectly influenced by studies or technical assistance works of donors and development partners. The most serious impacts of donors and partners are mainly on the manner in which supports should be implemented. The reporting requirements which are hardly harmonized with national systems, the insistence in the use of most of the support for technical assistance, and lack of understanding and willingness to support sustainable and long term capacity building efforts are few of the most critical influences.

A very important principle usually neglected by donors and partners is the need to focus efforts around clear set of country-owned and defined objectives and expected results, and then following through with viable implementation strategies. In recent years, however, there is a growing acknowledgement of the need to systematically build local "capacity to build capacity" by strengthening institutions across the knowledge sector that supply this range of services including higher education. There is also a growing awareness that the sustainability of long term capacity development depends in part on the local supply of high calibre talent and more broadly, country specific capacity for knowledge generation and management to pursue development and poverty alleviation objectives on a sustainable basis.