



Platform for International Education

Good Practices, Good Programmes

Conclusions and recommendations
of a Seminar
organised by the
Platform for International Education, the Netherlands
at the
International Agricultural Centre (IAC), Wageningen, the
Netherlands
April 21, 2005

‘Good Practices, Good programmes’

Seminar organised by the Platform for International Education
at the International Agricultural Centre (IAC), Wageningen, April 21, 2005

Conclusions and recommendations

About PIE

The Dutch Platform for International Education (PIE) was established in 2002 by a number of institutes for Higher Education in the Netherlands that are active in development cooperation.

The aim of the Platform is to promote activities of the Dutch Institutes for Higher Education in the field of institutional strengthening of education and research capacity in developing countries. These activities may entail education, research and/or consultancy, aiming at students, staff, mid-career professionals and institutions.

Membership of the Platform is open to all Dutch universities, universities for professional education and international education institutes. Most of the Dutch institutions active in development cooperation are member of PIE (see last annex).

One of the activities of the Platform is the organisation of seminars and other meetings, where members can discuss and exchange views concerning development cooperation in higher education and research. This paper reports on the outcomes of the PIE seminar organised on April 21 2005, ‘Good practices, good programmes’, which had experiences of Dutch institutions with capacity building in the developing world as its main focus.



Introduction

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.

Overall conclusion of the seminar

The participants in the seminar observed that building knowledge capacity (in higher education and research) in (institutions in) the South is more important than ever. It was concluded that sustainable development of Southern institutions of higher education is strongly related to the integration of these institutions in international (global) networks of education and research. Partnerships, based on mutual interest, between institutions in the North and the South, are indispensable to reach that goal. Long term co-operation projects - with shared 'ownership' - are essential in this process and in the realization of a sustained improvement of education and research in the Southern institutions.

Characteristics of development cooperation in higher education and research; general recommendations

Development cooperation in higher education (HE) and research has specific characteristics. One of these is the fact that linking up with Northern HE institutions is for HE institutions in the South essential, because such link provides them with an entry to the global scientific community.

Another characteristic is that the interest of Northern institutions in cooperation with the South is strongly related with its potential to generate knowledge products (research output, publications, PhDs, new educational programmes, etc). This 'self' interest of Northern institutions (or Dutch institutions) should not be seen as a problem or a threat. Instead, the interest of Northern knowledge institutions should be appreciated as a potential that is to be used to build linkages with the South that are instrumental in knowledge capacity building in Southern institutions. A third specific characteristic of development cooperation in HE and research is that it has a long term nature. Sustainable results are to be achieved only on the long term. Therefore such cooperation needs long-term commitments of all involved – from the Southern and Northern partners, and also from funding agencies. Reliability and security are crucial in this respect.

It is necessary that a 'new' perspective or vision on development cooperation in HE is developed, taking into account these characteristics. It is vital that such vision is understood and shared among all stakeholders in HE development cooperation (HE institutions in the South, governments in South and North, donors, HE institutions in the North).

Moreover, such a new perspective should be comprehensive. This means it has to link development cooperation in HE (seen as all activities with capacity building in HE and research in Southern institutions as the main goal) with other current trends in higher education. These trends include internationalization/globalization, increasing competitiveness, brain drain, brain circulation, the IT revolution and the recruitment of talent by Northern institutions/countries in the developing world (the 'global struggle' for manpower).

The increasing recruitment of talent in the developing world may disturb significantly capacity building in the South. At the same time, taking this into account may one lead to think how in future talents from developing countries that work in the North may be involved in capacity building initiatives in the South.

In the context of all these trends knowledge capacity building in institutions in the developing world is more important than ever.

Specific recommendations from the seminar

(1) recommendations related to the identification of projects/cooperation and the formulation of projects

Important questions relating to identification and formulation are: who identifies a cooperation?

And: Why are we cooperating?

- the role of public administrators/donors in the identification process should be limited to set a policy (programme) framework and formulating criteria in relation to this policy; the initiative should rest with knowledge institutions
- projects should be identified and formulated essentially by knowledge workers themselves (cq. by knowledge institutions themselves); they know best what in their area the problems are, what is needed, where solutions can be found, etc.
- the best way to develop a project intervention is in an open dialogue between the future partners; this is also the best guarantee for mutual ownership and a strong commitment
- there should be benefits for all partners
- cooperation objectives should be shared, but the objectives may cover different interests for the partners – crucial is that all partners have an interest in the cooperation

(2) recommendations related to the implementation of projects/cooperation

- a cooperation should have a partnership nature; this means a relation between partners who are essentially equal and treat each other as such, although they may have many differences. This is preferred over any relationship that implies an 'unequality', such as a 'provider-receiver' or a 'consultant – client' relationship
- there should be ownership by all partners
- there may be more attention for the relation between education and research (although not in all cases). Research as a way to generate new knowledge, which is an ultimate basis for development (!), needs to be re-appreciated. More attention for research eg. the capacity to create knowledge will increase sustainability of Southern knowledge institutions. It will also strengthen the interest of Northern institutions in capacity building efforts. Educational programmes backed up by research will be much more dynamic and state-of-the-art.
- fewer rules for the execution of projects (although you need a basic set of rules), less bureaucracy. There are many details in the execution of the project that are of little relevance for the actual process and outcomes, and that a donor 'should not want to know'.
- allow more flexibility in the execution of projects

- pay more attention to the process nature of a cooperation: any project basically is an intervention in a process. This means that you cannot foresee or predict all outcomes. A flexible approach will allow and appreciate outcomes that were not foreseen or intended but which do contribute to the goals of a project.
- in the assessment of projects there may be less emphasis on inputs and more emphasis on the process and outputs (both intended and unintended outputs)
- donors should put more trust in the partner institutions executing a project ('besturen op afstand')
- 'contextualization' of knowledge and experiences transferred from North to South are essential. How can knowledge be made relevant to the local context? It was suggested that partnerships with room for an open exchange of views tend to allow contextualization easier than more one-sided consultant – client relationships.

(3) recommendations related to outputs, monitoring and evaluation

- we should move from input evaluation to output/effect/impact/process evaluation
- there are many ways to achieve certain results. The present obsession of donors with effectiveness and efficiency is dangerous – because it is based in a technocratic approach that assumes that there is one single 'best' or 'optimal' effective and efficient solution for a given problem. In practice it is clear that this is not the case. Finding good solutions is always a process of trial and error, even when lessons learned from past experiences are taken into account.
- Another problem with the present accountability culture with its emphasis on achievements is that it leaves little (if any) space for admitting what has gone wrong. This limits the learning experience from any project.
- there should be benefits for all partners
- in relation to more flexibility during the execution the ex-post auditing may be rather strict

(4) recommendations relating to sustainability

- a long term commitment of all partners is needed
- a real (self)interest of all partners in the cooperation is the best guarantee for long term commitment and sustainability
- a long term commitment of partners should be facilitated by external support (donor money) that is also pledged on basis of a long term commitment. Although the result of donor support needs to be frequently accounted for and (re)appreciated, the basic principle has to be that capacity building in knowledge is a long term process, and its external support needs to be predictable and reliable to a reasonable extent.

Some final remarks

Specifically concerning the Dutch situation, it was repeatedly noted that the discussion concerning new policies and programmes concerning capacity building in HE and research developing countries and the contribution of Dutch HE institutions to such programmes has to be linked with the national Dutch policy to create a knowledge economy. Also the new policy should be related to the national foreign policy objective to contribute to national economic development. Development cooperation and internationalization policies need to be connected;



they can and have to reinforce each other. At present these policies are not connected, if not contradicting each other.

Another remark may be that a continued involvement of Dutch HE institutions in development cooperation is very important for the continued support for development cooperation in the Netherlands. The Dutch HE institutions educate the future professionals in the Netherlands, and it is important that at least some of them are introduced in development cooperation during their studies. Such introduction is much more meaningful when the institutions who train them are themselves actively involved in development cooperation.

Annex – Introduction to the workshop; workshop programme; cases discussed; workshop participants

Introduction to the PIE workshop Good Practices, Good Programs

The Platform of International Education has been set up not only to discuss with the NUFFIC and the Ministry of Development Cooperation the ongoing programs on individual and tailor made training (NFP) and institution building (NPT) but even more important to stimulate and facilitate discussions on development projects and programs on higher education in developing countries.

The immediate objective of this workshop is the contribution to the quality improvement in capacity building programs for higher education and research in developing countries. This contribution is based on shared experiences and lessons learnt by many of the higher education institutes in the Netherlands. Since the fifties of the past century universities, international education institutes and universities of professional education are active in higher education in developing countries. However with the set-up of the current programs it is felt that the contribution of Netherlands institutes is focused only to a short-term involvement, while there is hardly any possibility for a long term commitment. Evaluations of former capacity building programs have shown that such long term commitment is essential for a sustainable development of the higher education institutes in the South.

Within this workshop the aim is to analyze and structure the experiences and lessons learnt by research and higher education institutes in international cooperation with developing countries contributing to national capacity development.

We expect that this workshop will contribute to recommendations for improved programs on institution building and individual, tailor made and group training. This should help the Dutch Ministry of Development Cooperation in designing a new program combining a clear focus on the needs in developing countries with the interest of the Dutch higher education sector.

Lem van Eupen
Paul Althuis



Programme of the Workshop

- 09.00 Arrival, registration, coffee, tea
- 09.30 Welcome and Introduction to programme
- 09.50 Presentation of applied analytical framework
- 10.15 External Observers
- 10.45 Break with tea and coffee
- 11.15 Case presentations and discussions in 4 parallel workshops
- 13.00 Lunch
- 14.00 Plenary discussion: sub group reporting; shared lessons learned
- 14.45 Outsiders point of view
- 15.15 Break with tea and coffee
- 15.45 Plenary: formulation of recommendations
- 16.30 Presentations of recommendations & conclusions
- 16.45 Closure and drinks



CASES discussed at the PIE WORKSHOP

Case presented by Free University of Amsterdam (VUA): Science and Mathematics Teacher Education in Sub-Saharan Africa, in South East Asia and in the Middle East

Project name:	Science and Mathematics Teacher Education in Sub-Saharan Africa, in South-East Asia and in the Middle East (Yemen)
Location:	VUA-CIS has supported the implementation of more than 20 projects in the domain of secondary (science) teacher education since the early 1980s in the following regions and countries: Sub-Saharan Africa: Botswana (1988-1998), Lesotho (1980 – 1996), Mozambique (1999-2004), Namibia (1991 – 1998; 2001-2004), Swaziland (1992-1998), South Africa (1999-2005), Tanzania (1995-2004), Zimbabwe (1985-1998); South East Asia: Indonesia (1981 – 1991); the Philippines (1996 – 2004); Middle East: Yemen (2004 – 2008).
Partners:	Faculties of Education, Faculties of Science, Departments of Science and Mathematics Education in partner universities; Ministries of (Higher) Education; National Institutes for Educational / Curriculum Development
Funding agencies:	DGIS through SV, MHO and NPT programs; CENESA program; European Commission; VUA-funds
Period:	Started early 1980s on a modest scale, with full thrust since early 1990s.
Budget:	Most projects are multi-annual with a 3 – 4 year duration. In general and on average, overall budgets are 3 - 400.000 Euro per year for each project.

ITC case: Geo-Informatics for Environmental Assessment and Disaster Management (GEONEDIS)

Project name:	GEONEDIS - Geo-informatics for Environmental Assessment and Disaster Management, Institutional Strengthening of the Indian Institute of Remote Sensing
Location:	Dehra Dun, India
Partners:	Indian Institute of Remote Sensing (IIRS) National Remote Sensing Agency (NRSA) International Institute of Geo-information Science and Earth Observation (ITC, lead) UNESCO-IHE Institute for Water Education (UNESCO-IHE) Wageningen University (WU)
Funding agencies:	SAIL, ITC
Period:	01/06/00 – 30/6/04
Budget:	€ 1,996, 633 SAIL contribution plus € 400,000 own contribution

Case Institute of Social Studies (ISS): collaboration with the University of Namibia

Project name:	Delivery of the ISS Master of Arts in Public Policy and Administration. A project by the University of Namibia (UNAM) in collaboration with the Institute of Social Studies for enhancing Public Policy Administration capacity in Namibia (1999-2006).
Location:	Southern Africa
Partners:	Faculty of Economics and Management Science (FEMS), University of Namibia (UNAM) and the Institute of Social Studies (ISS)
Funding agencies:	Ford Foundation and the African Capacity Building Foundation (ACBF) through the Namibian Economic Policy Research Unit (NEPRU) financing some €150.000 per project cycle
Period:	April 2001 - November 2006 (4 project cycles)
Budget:	€150.000 per project cycle

Case UNESCO- Institute of Hydraulic Engineering (IHE): Postgraduate Capacity Building in Sanitary and Environmental Engineering in Colombia and the Wider Region

Project Name:	Postgraduate Capacity Building in Sanitary and Environmental Engineering in Colombia and the Wider Region
Location:	Colombia, Cali
Targeted Region:	In principle the Andean Region and Central America, with the possibility to enlarge to the whole of Latin America and Caribbean.
Partners	Universidad del Valle (UNIVALLE): Faculty of Engineering and the Institute of Cinara International Institute for Infrastructural, Hydraulic and Environmental Engineering (IHE) in co-operation with Institute for Housing and Urban Development Studies (IHS) and Delft University of Technology (DUT)
Contract Period Phase II	1 January 1999— 31 December 2002
Final Evaluation First Phase	June 1998 Mid term evaluation Phase II None. Organisation has done 2 self-evaluations.
Extension	First: 1 January 2003 — 31 December 2003
(budget neutral)	Second: 1 January 2004—30 June 2004
Extension (new budget)	None
Total Project Budget	NLG 5,377,113 (equivalent €2,403,608)
Contribution SAIL	NLG 2,377,113 (equivalent€1,062,587)
Contribution Univalle	NLG 1,000,000 (equivalent €447,007)
Other Budget Contributions	NLG 2,000,000 (equivalent € 894,015)

Case Maastricht School of Management (MSM): Training for women in micro and small enterprises in Vietnam

Project Name:	Training for women in micro and small enterprises in Vietnam
Location:	Vietnam
Partners:	Vietnam Women's Union (VWU), Maastricht School of Management (MsM), Institute of Social Studies (ISS)
Funding agencies:	SAIL
Period:	2002-2004
Budget:	1 million Euro

Case Wageningen University (WUR): Development oriented research and education of Wageningen University: from Institutional cooperation (satellites) towards multi-partner research and education networks (INREF programme)

Project Name: Interdisciplinary Research and Education Fund (INREF)
Location: World wide
Partners: International Food Policy Research Institute (IFRPI), Université National du Bénin, FAO Global IPM Facility, World Fish Centre, Regional Research Centre for Africa and West Asia (Egypt), Environmental Research Institute, Chulalongkorn University (Thailand), Chinese Academy of Agricultural Sciences
Funding agencies: Wageningen University
Period: 2000-2005
Budget: six programmes @ 820.000 Euro (for 5 years)

Case University of Amsterdam (UvA): Strengthening MUSES, the School of Environmental Studies, Moi University, Eldoret, Kenya

Project name: Strengthening MUSES, the School of Environmental Studies, Moi University
Location: Eldoret, Kenya
Partners: Moi University, University of Amsterdam, TU Delft, University of Maastricht, Wageningen University, Larenstein
Funding agencies: DGIS (SV, MHO)
Period: 1991 – 2004
Budget: 1991-1994: 3.5 million guilders
1994-2004: 6 million guilders

case University of Amsterdam (UvA): Co-operation between the Ministry of Education and Training of Vietnam, the Universiteit van Amsterdam and Universiteit Twente to establish an *International Training Institute for Materials Science* in Hanoi

Project name: International Training Institute for Materials Science (ITIMS) in Hanoi
Location: Hanoi, Vietnam
Partners: Ministry of Education and Training (MOET) Vietnam, University of Twente (UT), University of Amsterdam (UvA)
Funding agencies: DGIS, Vietnamese Government, UvA, UT
Period: 1992-1999
Budget: DGIS: 7 million guilders
MOET: 300.000 US dollars
UvA + UT: 2 million guilders



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Platform for International Education

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Membership of the Platform is open to all Dutch universities, universities for professional education and international education institutes.

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6. Wageningen University
7. Eindhoven University of Technology
8. Radboud University Nijmegen
9. University of Amsterdam
10. University of Twente
11. Open University
12. University of Tilburg
13. Larenstein University of Professional Education
14. Hotelschool Maastricht/Hoge School Zuyd
15. IPABO Amsterdam/Alkmaar University of Professional Education
16. CHN University of Professional Education
17. Codarts University of Professional Arts Education
18. International Institute for Geo-Information Science and Earth Observation (ITC)
19. UNESCO-IHE Institute for Water Education(IHE)
20. Institute for Housing and Urban Development Studies (IHS)
21. Maastricht School of Management (MSM)
22. Radio Nederland Training Centre (RNTC)
23. Practical Training Centres +(PTC+)
24. International Maritime Transport Academy (IMTA)
25. International Agricultural Centre (IAC)
26. Royal Tropical Institute (KIT)
27. Institute of Social Studies (ISS)
28. International Training Centre for Women (ITW)