

Helpdesk Report: Higher Education Links

Date: 3rd June 2011

Query: I would like to understand what the current higher education (HE) links landscape looks like at the moment i.e. what are our donor partners; France, Germany, Canada etc ... doing on HE links and what are the British Council and other organisations doing? If these programmes have also been assessed then highlights of these assessments would also be helpful.

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1. Overview

This report outlines projects and programmes identified to give an idea of the HE links landscape. Programmes are listed in sections starting with British Council programmes, UK links, European links, and programmes in North America. Some evaluation of projects is noted within these sections.

British Council links programmes include:

- Education Partnerships in Africa. This has replaced England-Africa Partnerships which has some successful case studies
- China higher education collaboration
- The Prime Ministers Initiative for International Education (PMI2)
- Internationalising Higher Education with Azerbaijan and other countries
- International Strategic Partnerships in Research and Education (INSPIRE) with Central South Asia
- Joint Higher Education Links Programme (JHELP) with Pakistan
- Links with Bangladesh and Palestine

UK links include:

- The British Academy UK-Africa Academic Partnerships scheme
- A Higher Education Partnerships Programme run from Bradford University with African universities
- The UK India Education and Research Initiative

Europe links include:

- Europe Africa Quality Connect: Building Institutional Capacity Through Partnership. Links with the European University Association and the Association African Universities.
- European Commission Regional Cooperation Asia: Funding Education and Science for a Sustainable Development.
- EDULINK, ACP-EU Cooperation Programme in Higher Education.
- Irish African Partnership for Research Capacity Building run by Irish Aid.
- The BMZ Federal Ministry for Economic Cooperation and Development's 'Higher Education: training tomorrow's specialists and managers' programme promotes academic and university partnerships and cooperation.
- The Norwegian Programme for Development, Research and Education (NUFU) .

Canada and the US government development agencies have higher education links programmes.

Results of programmes are often reported as number of partnerships rather than benefits. Some case study highlights are described from the British Council partnerships in Africa. The David Stephens book gives a more balanced account of different HE partnerships, an outline of the books content is provided in section 7.

A review of the Tanzania-Norway programme is published and notes:

- it has been largely successful
- there was some frustration among partners because of delays in the transfer of funds
- Norwegian institutions emphasized that the programme provided insufficient financial compensation making it less attractive for universities in Norway to be involved
- it has significantly contributed to capacity building of the involved universities in Tanzania
- its thematic focus is of relevance to national policies in both countries
- publication and dissemination targets were not always reached.

An evaluation of CIDA's University Partnerships in Cooperation and Development finds:

- the programme is generally relevant and appropriate for enabling true institutional partnerships and achieving sustainable project results, particularly in academic capacity building
- the focus on Africa may not be the most productive where African institutions are weak and lack institutional development. Transfers of benefits may be better realised in Asia, Latin America and the Caribbean
- the two-tier management structure where the Association of Universities and Colleges of Canada (AUCC) manages smaller projects and CIDA manages larger projects is not cost-effective.

2. British Council

Education Partnerships in Africa

2008-2011

<http://www.britishcouncil.org/learning-epa.htm>

EPA facilitates partnerships between English FE and HE institutions and sub-Saharan African universities and education and training institutions which build institutional capacity with the aim of delivering employability skills in collaboration with local employers and social enterprises. This builds upon the recent successful England-Africa Partnerships (EAP) programme which supported innovative approaches to institutional capacity building in the African HE sector.

This is funded by the UK Department for Business, Innovation and Skills (BIS) and managed by the British Council. BIS are investing £4.5 million in 72 EPA partnerships between England and Africa between 2008-2011.

Outcomes:

- Development of employability skills for local economies
- Sustainable capacity for HEIs/FE colleges (relating to employability skills, social enterprise & entrepreneurship)
- Partnerships contributing to the broader skills, employability and entrepreneurship agenda in sub-Saharan Africa
- Engagement of employers and social enterprises in education partnerships
- Models of good practice for education co-operation between English and African institutions.

Highlights of the previous programme, EAP, include:

- Design for Life Ghana. Designers in Ghana and the UK produced traditional Ghanaian textile and dress designs to create a fashion range then made by Ghanaian fair trade groups. The success of this innovative model was the basis for further support under EAP for a wider initiative Design4Life, Africa.
- Tanzanian Task Force (TTF) for Technical Tertiary Education. Leeds Metropolitan University are working to establish a TTF to develop the quality, standards and capacity of Tanzania's technical tertiary institutions for a model intended to have wider application in countries where there is no quality agency present.
- Work-based Learning for Mauritian Undergraduates. The University of Bradford are working with the University of Mauritius to revolutionise work experience. They are enlisting the support of Mauritian businesses, a key stakeholder in the project, to create a network of work-based learning mentors.
- Open Door to UK Science and Technology Resources. Launched by the UK Open University with universities in Sierra Leone, Tanzania, Zambia and then later Rwanda. The partnership opens up much needed access to teaching and learning materials.

More details of these projects can be found here <http://www.britishcouncil.org/learning-eap-project-highlights-2.htm>.

China, Higher Education Collaboration

No dates are given on this page.

<http://www.britishcouncil.org/china-education-higher.htm>

The British Council are bringing together decision makers, policy makers, leaders and practitioners from higher education in the UK and China to learn from one another about how best to deliver research, learning and innovation, and to contribute to a prosperous and well-informed society.

Work in higher education collaboration takes place within the framework of a Memorandum of Understanding between the UK and Chinese governments. A University leadership development programme provides opportunities for Chinese presidents and vice presidents

of universities to participate in a training scheme to learn about each other's practices and develop their leadership skills.

PMI2

2006-11

<http://www.britishcouncil.org/eumd-pmi2-about.htm>

Launched in April 2006, the Prime Minister's Initiative for International Education (PMI2) is a five-year strategy which aims to secure the UK's position as a leader in international education and sustain the growth of UK international education delivered in the UK and overseas.

Its main aim is to promote the benefits of UK education to international students. It also aims to help UK and international education providers to build strategic alliances and partnerships, and demonstrate the value of the UK as a partner in policy and delivery.

Internationalising Higher Education

<http://ihe.britishcouncil.org/>

A convergence of higher education systems across the world has resulted in increasing globalisation, and an understanding of the implications is essential for policy makers, higher education leaders, researchers and academics. The British Council aims to provide authoritative, independent analysis and advice on international higher education trends and opportunities by leveraging their global presence for market insights and using their extended network to track developments and monitor compelling issues.

Their website provides exclusive access to Education Intelligence reports and data, summaries from Global Policy Dialogues and conferences, notices about future events and updates on international partnerships and collaborations.

Azerbaijan: Internationalising Higher Education, a New Generational Partnership Model

No dates are given on this page.

<http://www.britishcouncil.org/azerbaijan-education-ihe.htm>

Implemented in 10 regions, Internationalising Higher Education is a British Council Programme to globalise knowledge partnerships, promote innovation, extend policy debates, and establish a new generation partnership model to develop global knowledge economies. It builds tripartite partnerships between governments, universities and industry in the UK and overseas through a unique approach to cultural relations that builds trust, engagement and mutual benefit.

In Azerbaijan the programme will focus on Global Partnerships within Higher Education and will contribute to the improvement of different aspects of higher education, including quality assurance, trans-national education, entrepreneurship and enterprise, transferrable skills and competencies. We will work in cooperation with Ministry of Education and reliable partner Universities. The cooperation will include 'in country' and 'regional' forums (seminars, workshops, symposia, etc.) as well as exchange of researchers, faculty staff and education professionals between UK and Azerbaijan.

British Council will support joint activities in higher education, sometimes assisted through participation of the representatives of HE in Azerbaijan in bilateral and multinational conferences as well as in country gatherings, bringing in the best UK expertise in the field.

For that they will work closely with higher education as well as business companies to ensure the widest possible participation and impact for the whole system in Azerbaijan.

Four main strands of the programme are:

- Providing international information through 'Educational Market Intelligence'
- Extending global knowledge in higher education through 'Global Policy Dialogue'
- Building practical partner relationships through 'Global HE Partnerships'
- Connecting academics and students through 'Students and Alumni'.

Internationalising Higher Education, Russia

2010-2013

<http://www.britishcouncil.org/russia-projects-higher-education-internationalizing.htm>

This programme aims to strengthen the HE sector through the sharing and exchange of knowledge to inform strategic policy making at Government and Institutional level and to inform debate in higher education by means of think tanks, round table discussions, etc.

The strand will support the internationalisation of higher education through a new generation partnership model between governments, universities and industry in Russia, the UK and other countries. We are looking to support the formation of cluster partnerships based on research and innovation, collaborative teaching programmes, educational management partnerships, collaborative commercial consultancy, etc. The partnerships will be linked to themes which will drive forward regional and global knowledge economy agendas for social and economic gain. They will be multilateral partnerships that bring together universities, policy makers and business - bridging the gap between the public and private sectors.

Trinidad and Tobago, Higher Education Links

No dates are given on this page

<http://www.britishcouncil.org/tt-education-hel.htm>

This programme aims to promote mutually beneficial collaborative initiatives between the University of the West Indies and Universities in the UK, in order to strengthen the longstanding relationship between the two countries. In partnership with DFID, the British Council provide funding to enable individuals and institutions to work together to develop collaborative programmes and promote innovation in education and science.

There are three such links currently running in with the University of the West Indies:

- Applied Theatre for Action in Development. Partnership with the University of Manchester.
- Minimising Environmental Degradation and Population Vulnerability due to Landslide Hazards in Trinidad using Remotely Sensed Information and GIS. Partnership with University of East Anglia.
- Enhancing Classroom Practice of Training Teachers and Establishing an Education Policy Evaluation unit. Partnership with the University of Brighton.

International Strategic Partnerships in Research and Education between Higher Education Institutions in the UK and CSA Countries

Ongoing from 2009

<http://www.britishcouncil.org/pakistan-higher-education-inspire.htm>

INSPIRE – International Strategic Partnerships in Research and Education is a British Council funded project that aims to significantly strengthen the academic and research

partnerships between the UK and a strategic selection of countries in Central South Asia, including: Pakistan, Bangladesh, Kazakhstan and Afghanistan.

The programme includes:

- Institution to institution strategic partnerships aimed at internationalisation of the institutions, capacity-building and building effective and sustainable impact. Currently, 10 partnerships are running successfully across Pakistan. A further 17 partnerships have been initiated under round 2.
- Leadership training for chancellors and vice chancellors.
- Policy dialogue to strengthen leadership at institutional and national levels, to enable leaders in HE to further their country's progression towards international standards in partnership with the UK and improving UK's understanding of HE opportunities in Pakistan and its perception.
- Talented researchers exchange programme.

Pakistan, Higher Education Links Programme

2004 and 2006

<http://www.britishcouncil.org/pakistan-higher-education-links-prog.htm>

In Pakistan, Higher Education Commission (HEC) of Pakistan and British Council Pakistan launched Joint Higher Education Links Programme (JHELP) in January 2004 and later on Phase 2 of the programme in 2006 to enhance the research and training capacity of Pakistani higher education institutions, contributing towards the institutional capacity building of the higher education sector of Pakistan. This programme is funded by the HEC and managed by the British Council in Pakistan. British Council has built 50 research and capacity-building links between Pakistani and UK institutions. 15 links were completed under Phase 1 in June 2007 and the 35 links under Phase 2 have been successfully completed, recently. The aim of these links is to enhance the education sector through capacity building and educational exchanges.

“Being a part of Higher Education Commission – British Council Joint Higher Education Links Programme Phase II, I got lots of experiences, knowledge and information shared with UK partner HEI, like the teaching Methods, Research Methods, Student – teacher interactions, the education institute environment and the Class room’s environment and management. As a researcher I appreciate the services of British Council in Education and Culture not only in Pakistan but also World wide”, remarks Fida Ahmed, Asst. Prof. at Government Degree College Turbat which was linked with the University of Nottingham, UK.

The HEC-BC Phase 2 links not only benefitted the Pakistani universities but had a significant impact on UK link coordinators and their universities as well. Dr. Susan Buckingham who visited Pakistan under the link between Mehran University of Engineering and Technology, Jamshoro and the Brunel University UK commented on her visit, *“I am meeting with colleagues to explore how we can develop stronger links between the UK and Pakistan through our research. My ideas about Pakistan before I visited were very basic. I learned a great deal about the culture and the social attitudes of the people I met. Inevitably, once one visits a place in the company of local people who one gets to know, one realises how similar, as well as how different, we are.”*

Through these successful links, many universities have benefitted by staff exchanges between the faculties of Pakistani and UK institutions, curriculum improvement and development, workshops, conferences, books, equipment and publications for sustainable impact.

Bangladesh, Higher Education Links

2006-2013 and 2007-2011

<http://www.britishcouncil.org/bangladesh-education-exchanges-and-programmes-higher-education-links.htm>

Funded by DFID through DELPHE

UK-US Higher Education New Partnership Fund. Results summary 2011

British Council, 2011

http://www.britishcouncil.org/uk-us_higher_education_new_partnership_fund_-_2011_collaborations-3.pdf

The British Council's New Partnership Fund is an initiative to rejuvenate the relationship between the world's two leading knowledge economies by providing seed funding to new and innovative higher education projects. Thirty-one projects will receive seed corn grants, of up to £20,000, to kick-start new research, joint course development and faculty and student exchanges.

Cross Border Higher Education in Nigeria

2009

<http://www.britishcouncil.org/learning-pmi2-policy-dialogues-cross-border-he-nigeria.htm>

The British Council has been asked to identify UK institutions with links already in Nigeria to be part of a pilot scheme to run cross-border higher education (CBHE) in Nigeria. Currently, only 20 per cent of Nigerian secondary school leavers have access to places at universities in Nigeria, leaving many thousands without the chance to continue their education in the country.

Until now, foreign training providers were prohibited from running degree programmes in Nigeria; however, the Federal Government is now looking to develop access to quality higher education through CBHE, with the support of the British Council through the PMI2 Connect programme.

In March 2009, the Nigerian Federal Ministry of Education launched a 'Roadmap for the Nigerian education sector'. Among the problems identified were the issues of access, staff capacity and the need to increase the carrying-capacity of Nigerian institutions. In response, the British Council, the Nigeria National Universities Commission (NUC) and other academic and technical institutions have been working together to facilitate dialogues and develop a qualifications framework.

The most recent dialogue took place on 28 and 29 September 2009 in Abuja and was jointly hosted by the NUC and the British Council. Speaking at the conference, the Minister of State for Education, Hajia Aisha Jibril Adukku, said, "*It is widely acknowledged that cross-border higher education has great potentials in expanding access, which will in turn lead to the production of higher level manpower critical to the socio-economic and technological development of any nation.*" She pledged that the Federal Ministry of Education would support reputable foreign providers who fulfilled the eligibility and quality assurance requirements stipulated in the NUC guidelines.

Kevin Van Cauter, the British Council's higher education partnerships advisor, said, "*This is a real breakthrough for UK universities and colleges. It means that for the first time they can now begin to develop long-term, sustainable partnerships with Nigerian universities to help them meet the pressing economic needs of their country. The British Council has been working with Nigeria's National Universities Commission over the past two years to develop a cross-border HE framework. Our involvement in the pilot phase of this new scheme gives UK*

universities and colleges the opportunity to develop programmes in collaboration with Nigerian partners with full support from us and the NUC. Opportunities for support for partnership development in Nigeria under the Prime Minister's Initiative for International Education (PMI2) will be announced shortly.”

Three types of cross-border activity are permissible in Nigeria. These are the:

1. twinning / articulation model
2. branch campus model
3. open and distance learning model.

Palestine, Education Partnerships

2005-08

<http://www.britishcouncil.org/ps-education-partnerships.htm>

During 2005-08 the British Council worked with the Palestinian Accreditation & Quality Assurance Commission (AQAC), with Ministries of Education and universities to improve the relevance of their HE programmes to labour markets, develop more transferable qualifications and knowledge exchange. This project brought together a network of professionals from Egypt, Palestine, Syria, Tunisia, Libya, and Egypt who produced common guidelines for University departments to use as subject reference standards at bachelor's degree levels: to re-design their curriculum, develop new approaches to learning and teaching, and assess student performance against the desired learning outcomes. Each country developed two subjects (Science and Engineering) with the Palestinians specialising in Pharmacy and Business Administration.

They also worked with AQAC on the strategy for formalisation of quality units at Higher Education Institutes. A UK consultant ran workshops entitled “Intended Learning Outcomes” at An-Najah National University, Arab American University, Hebron University, Palestine Polytechnic University, Birzeit University, Bethlehem University, Al-Quds Open University and Al-Quds University. He also ran a workshop for Commissioners and key officials from the Ministry of Education and Higher Education in Ramallah.

Africa Knowledge Transfer Partnerships (AKTP)

<http://www.britishcouncil.org/africa-aktp.htm>

The AKTP are partnerships between private sector organisations and higher education institutions in sub-Saharan Africa and the UK. They leverage research, scientific knowledge and skills through innovation.

Project Objectives:

- facilitate the transfer of knowledge and the spread of technical and business skills, through innovative projects undertaken by high calibre, recently qualified graduates with the joint supervision of the company and university
- provide company-based training for graduates in order to enhance their business and specialist skills within the context of the project
- increase the extent of interactions by businesses with the universities and their awareness of the contribution of higher education Institutions can make to business development and growth.

The partnership is initiated by a company's need to address a problem of strategic importance. This may be a need for improvement of product quality, new product innovations, or a need to improve a production process.

The company employs a recent graduate (“associate”) who works in the company to implement the project transferring knowledge from the higher education institution to the company.

Uganda Clays Limited increased operating, order fulfilment and sales for the manufacturer following improvements in production process control and energy conservation with AKTP. Case study details here: <http://www.britishcouncil.org/africa-uganda-aktp-partnerships-brochure.pdf>

3. UK

British Academy, UK-Africa Academic Partnerships

Grant began 2009

<http://www.britac.ac.uk/funding/guide/intl/africaapnfa.cfm>

The Academy's UK-Africa Academic Partnerships scheme enables scholars from the UK, working in any branch of the humanities or social sciences, to apply through their institution to undertake collaborative research with scholars from Africa on a specific theme of mutual interest. The partnerships are intended to build capacity on both sides and it is envisaged that this capacity building should take place through the research collaboration. This might be carried forward through a range of related activities such as visits in both directions; workshops; seminars and lecture programmes. In addition participants from Africa might offer short intensive post-doctoral courses related to the research theme in the UK institution and vice versa; there might be an exchange of publications and/or the creation of shared websites where relevant research materials could be loaded; or there might be a series of small, interlinked workshops. Assessors will be looking for proposals that have a well-defined and clearly envisaged outcome, and the British Academy is keen for the partnerships to publish and disseminate joint research outcomes.

The scheme is intended to initiate the development of long-term, vigorous links between UK and African scholars, whilst also encouraging an intra-African, south-south exchange of expertise and knowledge sharing. Ideally, more than one African institution will be involved in the programme, and the British Academy is favourably disposed to consider applications that outline a clear strategy of how the partnership intends to facilitate intra-African university collaboration and exchange of expertise. Funds are provided to cover a three-year period, after which time it is hoped that alternative sources of funding might be sought in order to continue the collaboration. Early-career UK scholars no longer benefit from the formative experience of living and working for extended periods in African universities and it is hoped that the scheme might serve to redress this by allowing early-career UK scholars both to collaborate with African colleagues on a medium-term project and to teach short courses in an African university (applicants will be encouraged to think flexibly in this regard due to restraints on study leave, for example in terms of devising intensive short programmes rather than whole semesters.)

Scope of awards:

- Priority will be given to projects with a training element, such as the support and development of staff or postgraduate students (in the UK and in Africa).
- Visits might be undertaken for staff exchange, supplying teaching elements to courses and developing joint curricula.
- Workshops and seminars should form an integral part of the programme, and involve both staff and postgraduate students.
- The main purpose of the funding is to cover travel and maintenance costs, although costs related to other eligible activities will be considered.

Eligibility:

- Applicants must be of post-doctoral or equivalent status (i.e. academic staff with at least one or two years of teaching/ research experience). Normally postgraduate students will not be eligible for funds to support travel between the UK and Africa.
- The principal applicant must be 'ordinarily resident' in the United Kingdom, the Isle of Man or the Channel Islands (that is, classed as 'ordinarily resident' by the Inland Revenue).
- Whilst African scholars cannot apply directly they are encouraged to initiate links with UK partner institutions and to play a significant role in developing the proposals. Both partners need to have input into the application. The British Academy will give a higher priority to applications that give a clear indication that UK-African universities' collaboration is based on consultation, partnership and with a view to sustainability.
- Applicants will need institutional support because running workshops, offering components of taught courses etc, involves institutional resources including office space, meeting rooms, accommodation and access to facilities amongst other things. More importantly, the aim of the scheme is to build lasting inter-institutional links. For this reason the applicant's institution will need to endorse the proposal and outline briefly what resources will be made available.

Grants are offered up to a maximum of £10,000 per year for up to 3 years. Funding for years 2 and 3 are conditional upon receipt of a satisfactory annual progress report.

Higher Education Partnership Programme, Bradford University

<http://www.brad.ac.uk/africa/KEPP/HigherEducationPartnershipProgramme/>

John and Elnora Ferguson Centre for African Studies' commitment to strengthening higher education partnership (HEP) with like-minded African universities is enshrined in its five-year Strategic Plan. The strategy is about more than UK-Africa links and also seeks to support intra-Africa partnership building and collaboration. While the initial collaboration strategy is for networking among six African universities, it offers opportunities for other African universities to gain from the model. The HE partnerships provide a platform for shaping further inter-university partnerships among academic institutions in Africa. Within the five years, JEF CAS envisages building long-term strategic partnerships which are in line with its core principles, values and mission.

The overall goals of the HEP are centred on staff and student exchange, joint teaching and research and collaborative provision of academic programmes. These will be achieved through fostering long-term capacity building and relationships in teaching and research with partner universities in Africa; building and sustaining deep links with at least six universities in Africa; strengthening the existing relationships with Mzumbe University (Tanzania), Gulu University (Uganda) and Africa University (Zimbabwe); and, expanding the partnerships to cover three more Africa universities over the next five years.

UK India Education and Research Initiative

<http://www.ukieri.org/>

The UK India Education and Research Initiative (UKIERI) started in April 2006 with the aim of enhancing educational links between India and the UK. In the last five years, UKIERI has played a pivotal role in establishing a step change in the educational relations between the two countries. In recognition of the substantial achievements and building on the success of this initiative, the programme has been extended for 5 years from 2011 to 2016. The extension was announced by the UK Prime Minister and Indian Prime Minister in July 2010.

Both governments have confirmed funding for UKIERI and the programme aims to now deliver systemic change by reaching out to larger numbers. It will also provide opportunities for professional and leadership development of schools, higher education institutions and vocational institutions, support partnerships and develop student mobility and skills development programmes.

Phase one higher education and research programme was focussed towards supporting research-oriented links between centres of excellence, in particular areas of science, technology, humanities and social sciences that are crucial for the future of both the countries.

The main aim of this strand was to significantly increase the level of engagement and collaboration between the UK and India in higher education and research and deliver in areas that are of priority economic, educational and technical interest to both countries.

The Higher Education strand has done well over the last five years with the announcement of 6 major research awards (of up to £500,000 each), 97 standard research awards (of up to £150,000 each), 20 PhD scholarships and 43 research fellowships.

Case studies and success stories can be found here:

http://www.ukieri.org/docs/UKIERI_PhaseOne_CaseStudies.pdf

UKIERI is supported by the British Council, BIS, and the Ministry of Human Resource Development.

4. Europe links

Europe Africa Quality Connect: Building Institutional Capacity Through Partnership

<http://www.eua.be/eua-projects/current-projects/europe-africa-quality-connect.aspx>

This project follows the Erasmus Mundus project Access to Success: Fostering Trust and Exchange between Europe and Africa (2008-2010), in which the European University Association (EUA) and the Association of African Universities (AAU) have been leading partners. Access to Success explored good practice in access and retention, a pressing issue for universities in both continents, capacity building partnerships models and in inter- and intraregional mobility. One concrete recommendation that has surfaced is the need to further bi-regional discussions on institutional development and quality assurance.

Project Objectives:

- Take up a central outcome of the Access to Success project, namely the need for assessing and enhancing institutional capacity for change and for developing diverse environmentally responsive solutions in order to enable universities to deliver their full contribution to social and economic development
- Enhance international dialogue and cooperation on institutional development and quality assurance, as core elements for partnership relations between universities in Europe and Africa
- Foster exchange and networking between European and African experts in quality assurance, through mutual training exercises
- Build institutional links between African universities of different countries, and strengthen their regional perspective on the topic of quality assurance
- Promote Europe as an attractive regional partner for African universities and associations, highlighting quality assurance as a critical attribute of the European Higher Education Area

- Develop recommendations for the reorientation of universities with regards to governance, partnership with governmental agencies and relationship to quality assurance systems.

The basis for this project will revolve around the methodology of the Institutional Evaluation Programme (IEP), an independent EUA service that stresses institutional responsibility in defining quality and the means to achieve it. It has become a distinct European approach to quality enhancement and a flexible tool for strategic development.

This project intends to:

- Conduct institutional evaluations in five African universities in different regions of sub-Saharan Africa as a trial application. Given the general openness and flexibility of the methodology, the idea is not to impose new QA procedures on universities in Africa, but rather to encourage them to assess their institutional goals and mission, and share good European practice in this field. (September 2011-February 2012).
- The evaluation visits, which are conducted by a team of international experts, will be preceded by a) a training workshop for experts who are part of the evaluation teams and b) a preparatory workshop for the institutions who will be evaluated, focusing specifically on how to prepare an institutional self-evaluation that will form the basis of the external evaluations. A final evaluation report will be issued for each of the 5 institutions.
- The strengths and weaknesses of the exercise will be debated in a post-workshop that will invite other institutions from Europe and Africa and regional/national QA agencies.
- A final dissemination conference will discuss the success of the exercise and make recommendations for its wider application (June 2012).

European Commission Regional Cooperation Asia: Funding Education and Science for a Sustainable Development

http://ec.europa.eu/europeaid/where/asia/regional-cooperation/higher-education/index_en.htm

The Commission's Regional Strategy Paper for EU-Asia Cooperation (2007-2013) allocates €44 million for cooperation in Education and Science during the strategy's first four years of operation. Consequently, the European Commission is funding three programmes in these fields: the most significant one called Erasmus Mundus Partnerships, deals with higher education, while the two others are more linked to research activities.

The European Commission is funding the Erasmus Mundus Partnerships (Action 2) programme, formerly known as Erasmus Mundus External Cooperation Window (EMECW). Its main objective is to promote individual mobility of students, professors and researchers, with a view to promoting understanding between people world-wide as well as contributing to fostering sustainable development and reform in line with the Millennium Development Goals.

The EUforAsia programme is a network of research institutes co-funded by the European Commission to promote better understanding within Europe of the Asian region, in particular of Asian middle-income countries.

The European Commission is also funding the Trans-Eurasia Information Network (TEIN) which intends to bridge the digital divide of less developed countries in Asia by improving the Internet connectivity for research and education institutions. It provides large capacity Internet connection to universities, research centers and academic institutions to increase the exchanges of knowledge among them and make big international research projects real.

The focus on higher education complements the EU's aid programmes for basic education that are driven by the second Millennium Development Goal, which seeks to achieve universal primary education. Funding for basic education represents about 15% of the Commission's budget for bilateral development cooperation between 2007 and 2013.

The Asia Link was set up by the European Commission in 2002 to promote regional and multilateral networking between higher education institutions in Europe and developing countries in Asia. The programme aimed to develop new and existing partnerships between European and Asian universities.

Through five annual Calls for Proposals (2002-2006), Asia-Link selected 175 projects for grants totalling €65 million. Over 85% of Asia-Link projects interviewed during a 2006 evaluation exercise felt that their networks would last after the project ended. From 2007, Asia-Link was included within the former Erasmus Mundus External Cooperation Window.

Asia Link also funded a series of European Higher Education Fairs (EHEF) in seven Asian countries from 2006-2008. The EHEF combines an initial Symposium offering forum for debate and dialogue on higher education cooperation between the EU and the relevant partner country. Followed by a EHEF which offers European higher education institutions a platform to promote their study programmes.

The new EU-Asia Platform will serve for the development of networking activities, the exchange of best practices and information between Asia-Link project coordinators and other stakeholders active in academic cooperation between Europe and Asia. The project also includes the organisation of higher education fairs.

The ASEAN-EU University Network Programme (2000-2006) aimed to facilitate EU-ASEAN cooperation in higher education and to strengthen the capacity of South East Asian universities. It funded 20 partnership projects and organised round tables and rectors' conferences.

EDULINK, ACP-EU Cooperation Programme in Higher Education

<http://www.acp-edulink.eu/node/23>

The Programme is rooted, inter alia, in the commitments made in the UN Millennium Declaration, in particular Goal No. 2, in the outcome of the Johannesburg World Summit on Sustainable Development as well as in the Framework for Action on Education for Sustainable Development in ACP States (see EDULINK background documents).

EDULINK represents a harmonised approach for the implementation of European Commission funded programmes in the ACP Group of States with a view to improving the effectiveness, management, visibility and hence the impact of ACP-EU co-operation in the field of higher education.

The overall objective of the EDULINK Programme is to foster capacity building and regional integration in the field of higher education through institutional networking, and to support a higher education system of quality, which is efficient and relevant to the needs of the labour market, and consistent with ACP socio-economic development priorities.

The programme purpose is to strengthen the capacity of ACP Higher Education Institutions (HEIs) at their three constitutive levels:

- Institutional/administrative
- Academic and
- Research and Technology

EDULINK aims at achieving the following results:

- Enhanced contribution to national and/or regional policies and implementation plans for regional co-operation in higher education
- Increased inter-institutional networking between HEIs in the ACP regions and in the EU
- Creation of better regional conditions for effective networking of higher education centres in research, and science and technology innovation
- Enhanced management and financial administration capacity of HEIs
- ACP HEIs become regional and/or international poles of attraction
- Creation of a suitable institutional framework to pursue academic excellence in higher education
- ACP countries are enabled to develop or reinforce their strategic expertise in fields linked to the socio-economic development of the country/region.

In its 1st phase 5/2006 – 12/2008, the EDULINK Programme has been financed under the 9th EDF Intra-ACP envelope. During this period, 3 Calls for Proposals have been launched: in October 2006 with a budget of €5.000.00, in June 2007 with a budget of € 9.000.000 and in April 2008 with a budget of € 16.000.000. The 3 calls have resulted in the selection of 66 projects, of which 65 are still ongoing.

Since the beginning of 2009, EDULINK has entered into its 2nd phase, which will continue through the end of 2011.

In the implementation of the Programme, the ACP Secretariat is assisted by a Programme Management Unit (PMU), both in phase I and II.

It should be highlighted that the scope and content of the 3 mentioned Calls for Proposals has evolved over time and, moreover, the general higher education context has changed with the introduction of new EC initiatives such as the ACP Science and Technology Programme, Erasmus Mundus and the Intra-ACP Mobility Scheme.

Irish African Partnership for Research Capacity Building

<http://www.irishafricanpartnership.ie/links>

There are 7 projects funded under the first and second round (2007-2008) of the HEA's Programme of Strategic Cooperation between Irish Aid and Higher Education and research Institutes (2007-2013):

- Connecting Health Research in Africa and Ireland Consortium
- University College Dublin's International Development Studies Initiative: Consolidating and Expanding Capacity with Strategic Partnerships
- Global Development through Education: Enhancing Teacher Education and Educational Research through International Cooperation
- The Combat Diseases of Poverty Consortium: Building Education and Research Capacity to address Infectious Diseases in East Africa
- Mozambique Cooperative Optometric Training Scheme: Sustainable solutions to community health and poverty using existing Irish expertise in optometry programme delivery
- Water is Life
- Doctoral Training for Development in Africa

BMZ, Federal Ministry for Economic Cooperation and Development, Higher Education: Training Tomorrow's Specialists and Managers, Promoting academic and university partnerships and cooperation

http://www.bmz.de/en/what_we_do/issues/Education/hochschulbildung/index.html

Academic exchange encourages more intensive foreign trade and intercultural relations between countries. Through partnerships and cooperation, the scientific and technological divide between developing countries and the industrialised nations can be overcome in the long term. Germany supports training for experts in development-relevant fields of study and the integration of partner countries into global knowledge networks.

Three organisations in Germany are responsible for promoting academic and university partnerships and cooperation:

- The German Academic Exchange Service (DAAD) supports a large number of students from partner countries every year – for example by means of scholarships – to enable them to undertake postgraduate work.
- The Alexander von Humboldt Foundation (AvH) supports highly qualified academics engaged in original research.
- The German Research Foundation (DFG) provides funding for academics from developing countries who are undertaking research projects jointly with German colleagues at German institutions.

The supranational "Cooperation Between Universities" project is also being implemented within the context of German development cooperation. It supports regional networks of universities in Latin America and southern Africa, particularly in the area of quality management and public-private partnerships (PPPs). In addition, within the context of Technical Development, highly qualified young academics and managers from developing countries receive scholarships to spend some time at the Bonn International Graduate School for Development Research (BIGS-DR) run by the Centre for Development Research (ZEF) at the University of Bonn.

The Norwegian Programme for Development, Research and Education (NUFU)

<http://www.siu.no/eng/Front-Page/Programme-information/Development-cooperation/NUFU>

The Norwegian Programme for Development, Research and Education (NUFU) supports partnership-based academic cooperation between researchers and institutions in developing countries and their partners in Norway focusing on research, education, capacity building and institutional development.

The programme is financed by the Norwegian Agency for Development Cooperation (Norad) and managed by The Norwegian Centre for International Cooperation in Higher Education SIU.

The goal of the NUFU Programme is to support the development of sustainable capacity and competence for research and research-based higher education in developing countries relevant to national development and poverty reduction, and to contribute to enhanced academic collaboration in the South and between South and North.

The NUFU Programme - the Norwegian Programme for Development, Research and Education – is a programme for independent academic cooperation based on initiatives from researchers and institutions in the South and their partners in Norway. The NUFU Programme 2007-2011 has a strong focus on stimulating regional network cooperation in the South, and supports networks that contribute to increased academic collaboration between institutions in the South; and between institutions in the South and in the North.

The NUFU Programme was launched in 1991, and in 2006 Norad and SIU entered an agreement regulating the fourth five-year period of the programme – from 2007 to 2011. Since 2007 three sub-programmes have also been established. These are The Tanzania – Norway NUFU Programme, the Norwegian University Cooperation Programme for Capacity

Development in Sudan (NUCOOP) and NUFU Women's Rights and Gender Equality in an International Perspective (NUFU Gender 2008-2012).

The total budget frame for the current programme period, including the three sub-programmes, is NOK 400 million.

In the current programme period the NUFU Programme Board has allocated support to a total of 69 five-year cooperation projects, out of which 38 are bilateral and 31 are network projects. Bilateral projects have two partner institutions, one in the South and one in Norway whereas network projects have two main partner institutions, one in the South and one in Norway as well as one or more network partners.

35 main partner institutions in 18 different countries in the South, together with their counterparts at 12 Norwegian institutions of higher education are in the process of implementing the five-year cooperation projects. In addition, 17 two-year projects phasing out long-term cooperation projects were implemented in the years 2007-2009.

A review of the Tanzania – Norway NUFU programme can be found here:
http://www.siu.no/eng/content/download/4777/50212/file/Review_Tanzania_Final_report.pdf

The review concludes that 'The Tanzania-Norway NUFU Programme 2007-2011' has largely been successfully implemented from its start and until spring 2010. The academic cooperation between Sokoine University of Agriculture (SUA) and University of Dar es Salaam (UDSM) and their Norwegian counterpart, UMB, seems to function relatively smoothly. The complex management model does not seem to make any particular difficulties for or frustration among the partners involved, the only exception being some frustration because of delays in the transfer of funds. The two partner institutions in Tanzania are involved in several research programmes financed by Norway through SIU, Norad and directly through the Embassy, and are familiar with the Norwegian system in terms of both its requirements and benefits. From the Norwegian side, however, it is emphasised that the NUFU programmes provide insufficient financial compensation to the institutions in Norway, making it less attractive for universities in Norway to be involved in such programmes.

The Programme has succeeded in recruiting PhD and Master's students, and reached and overall 50% rate of female student participation. Some of the projects have even recruited more students than the target number, and included yet other students with external funding. The Programme has significantly contributed to capacity building at SUA and UDSM. Its thematic focus is of relevance to national policies both in Tanzania and in Norway, and our findings make the point that the thematic approach of the four projects supported is of central value to the institutions involved. The review finds that project coordinators at both sides are actively involved in decision making.

The review has shown that some weak points remain to be addressed. The most critical task is to ensure that the set targets related to the number of scientific publications, dissemination and policy dialogue, as well as the development of study programmes, are reached. The potential of having an impact on development in Tanzania will clearly increase if the Programme performs well in relation to these aspects. The Programme should also enhance its gender mainstreaming efforts, and better integrate gender issues into the projects' thematic focus.

Recommendations are outlined on page 4 of the report.

5. North America

CIDA University Partnerships in Cooperation and Development

<http://www.acdi-cida.gc.ca/CIDAWEB/cpo.nsf/vWebProjByPartnerEn/084305AB01708403852575F300374720>

The University Partnerships in Cooperation and Development (UPCD) Program supports partnerships between Canadian universities and higher education organisations in Latin America, Africa, Asia, the Middle East and Eastern Europe. The purpose of this programme is to strengthen the capacities of higher education institutions in developing countries in a wide range of areas contributing to poverty reduction.

The Association of Universities and Colleges of Canada (AUCC) administers smaller university projects under the UPCD Tier II through an umbrella agreement. UPCD Tier I (larger) projects are funded directly by CIDA and are listed separately on the Project Browser.

Evaluation, 2007

[http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Evaluations/\\$file/UPCD%20Executive%20Report-E.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Evaluations/$file/UPCD%20Executive%20Report-E.pdf)

The evaluation's findings were generally positive and affirmed the Program, for the most part, to be relevant and appropriate, to enable true institutional partnerships, and to achieve sustainable project results, particularly in academic capacity building. The evaluation identified two major issues to be considered in a future partnership programme: the focus on Africa and the management structure.

- The focus on Africa (50% of UPCD's new investments must be in Africa) has serious repercussions. The evaluation questions the quota in terms of relevance, absorptive capacity, results and sustainability. African institutions are often weak and lack a minimum of institutional development. The focus on Africa risks the selection of projects with fewer merits to meet quotas, and limits the potential for transfers of benefits between developing countries, transfers more likely to be realised in Asia and Latin America and the Caribbean.
- The current two-tier management structure whereby the AUCC manages more smaller projects and CIDA manages fewer larger projects, is neither warranted by development logic nor is it cost-effective. The management of the two tiers should be assigned to one executing agency. This would cost less; lead to greater synergy, coordination and consistency among projects; and leave CIDA to focus more on strategic Program management and knowledge building.

Canadian Partnership Branch is taking the conclusions and recommendations of the evaluation into account in discussing future programming options for university linkages with AUCC.

CIDA, Strengthening Higher Education Stakeholder Relations in Africa

<http://www.acdi-cida.gc.ca/CIDAWEB/cpo.nsf/vWebProjByPartnerEn/07FBD87503B94489852576B7003CB9D3>

The project aims to strengthen higher education stakeholder relations in Africa to improve university programmes in the region. The objective is to ensure that the Association of African Universities (AAU) and African universities are better placed and able to work with external stakeholders, governments, the private sector, and donors. Up to 27 African universities are benefitting through the development of improved methods and strategic plans, enabling them to better collaborate with external partners and to respond to local, national and regional economic development priorities.

The project is managed by the Association of Universities and Colleges of Canada (AUCC) in partnership with the AAU.

USAID Higher Education for Development

<http://www.hedprogram.org/WhatWeDo/tabid/56/Default.aspx>

HED supports the worldwide development goals of USAID, primarily by coordinating the engagement of the higher education community to address development challenges.

6. Academic papers

Universities and International Higher Education Partnerships: Making a Difference

Middlehurst R & Woodfield S, Million+, 2009

<http://bit.ly/jOJdcH>

This report presents the findings of an important project commissioned by Million+. For the first time, data and information have been systematically collected on the range of international institutional partnerships in which the 28 universities which subscribe to Million+ are engaged; available evidence was sought on the educational and economic impact of such partnerships. The study also examined the barriers and enablers that supported or inhibited the development and sustainability of such international partnerships, based on the practical experiences of institutions and the perceptions of policy makers in government departments and policy agencies. In addition, the findings from the UK were informed by a brief comparative analysis of the strategies for supporting the internationalisation of higher education in Australia and the USA.

These international partnerships have clear economic and educational benefits for both the UK and overseas countries. There is already significant evidence of the positive benefits that international students bring to the region and community in which universities are situated, to the academic staff involved, to the curriculum which all students benefit from and to the university itself. Universities that took part in this research, because of their close links with their communities, are particularly well placed to develop collaborative partnerships overseas that can bring commercial as well as academic benefits. Our findings have shown that some cities, regions and local companies are being helped by these Universities to do business overseas; we also estimate that the inflow of international students to the Universities is bringing at least £0.6bn to their local communities.

Due to a lack of comprehensive, systematic and regular data collection both within universities and at sector level, much of the international partnership activity undertaken by Universities that took part in this study goes unnoticed at sector and policy level.

Although government funding schemes which support international partnerships related to teaching, research and capacity-building are welcomed by member institutions, the amount of funding is often small and most partnerships are only viable if they are self-financing. Not all partnership activities make a surplus, and in some cases it can take time for partnerships to become sustainable.

International Collaboration and Research Capacity Building: Learning from the EdQual Experience

Barret AM, Crossley M & Dachi HA, *Comparative Education* 47(1), 2011

<http://www.ukcds.org.uk/assets/file/publications/International%20collaboration%20and%20research%20capacity%20building%20%20May%202011.pdf>

Research capacity building and its impact on policy and practice are increasingly highlighted in the literature on international research partnerships. In the field of education and development, it is recognised that, in the past, international research collaborations have tended to be dominated by the agenda of Northern partners. Partly in response, new modalities are developing and, in the UK, funding has recently been channelled through large consortia of research institutions spread across several countries delivering a themed programme of research projects. These are expected to build research capacity in the South and influence policy in the countries in which research is conducted, at the same time as producing quality research of international relevance.

This article reflects critically on the experience of one research consortium made up of academic institutions in the UK and sub-Saharan Africa. It analyses participation in setting the research agenda, distribution of leadership and forms of capacity building within the consortium. New roles and tensions are identified and implications are drawn out for future international collaborations, funding bodies and ongoing debate within the literature on international research partnerships.

The Politics of Partnership: Peril or Promise

King K, *Norrag news* 41, 2008

<http://bit.ly/kJDbK1>

Partnership has become the approved way to relate to the developing world whether as a donor, an NGO, or a researcher. We no longer have 'donors' in developing countries, but 'development partners', though we still seem a long way from the measured good sense about partnerships of Lester Pearson's *Commission for International Development* (1969).¹ Northern NGOs have long thought of those they support in the South as their partners. Finally, researchers from the North have frequently collaborated with their colleagues in the South, more or less symmetrically, in terms of design, data-gathering, data analysis, interpretation and publication.

Nowadays, however, partnership is no longer a choice for Northern researchers wanting to work in the developing world; it has become a condition of their doing research in the South. Many agencies supporting 'development research' routinely expect Northern researchers – even graduate students – to have 'partners'. Some Northern agencies expect the Southern institutions to take the lead in choosing their Northern partners. These new research 'marriages' have not been exposed to critical analysis, though a great deal of Northern research money is now conditional on partnership.

This Special Issue looks at the history and philosophy of research partnership with the South: what are the assumptions of the many Northern agencies which support it? What do Southern researchers think about their involvement in this conditionality? How does partnership affect the practice and quality of research?

We are particularly interested in this Special Issue in the perspectives of Southern researchers and of 'development partners' who have experience of research collaborations, but equally in the views of Northern researchers who have worked on their own account or through partnership schemes with researchers in the South.

7. David Stephens book

Higher Education and International Capacity Building

Stephens D, *Symposium Books*, 2009

Not available online.

This book takes an informed and critical look at issues and trends in global higher education over the past 25 years with an in-depth and often personal account of how these links were managed and led.

Ten experts representing a variety of disciplines from areas such as conserving the natural environment, the promotion of human rights, and education and gender present an 'insider's' view of their link, reflecting upon the successes and challenges in promoting research, developing institutional capacity at home and abroad, and the lessons they have learned.

Highlights include:

- Case study - Enhancing Research Capacity via HE Links: developing school evaluation methods to improve the quality of schooling in China (Chapter 3, p55).
- Chapter 4 shows how a British Council links scheme for health and wellbeing has met its goals but influence will be limited when there is lack of political will and where spending on health and education remain low priorities.
- Chapter 5 discusses how the British Council links scheme has been limited to focus on short-term capacity building and then made assumptions on rural change. It suggests the need for capacity building for understanding the nature of rural change and monitoring systems to demonstrate long-term change.
- Chapter 6 reviews a collection of HE relationships in South-East Asia the author was involved in. Successes and disappointments are reported.
- Chapters 7 and 8 discuss the themes of gender, governance and human rights in relation to HE links.
- Chapter 9 is a case study of a successful link between the universities of Manchester and the Philippines. The link evolved into a major resource for policy recommendations, knowledge sharing and multi-stakeholder consultative dialogues on privatisation, regulation, competition, corruption, democracy and access to services. Activities have fed into the discourse of governance and development into the agenda of policy change in the Philippines.
- Chapter 10 discusses higher education and links in China.

8. Global Development Learning Network

Global Development Learning Network

<http://www.gdln.org/about>

This project is not specifically linking universities but is interesting to note.

Coordinated by the World Bank, the Global Development Learning Network (GDLN) is a partnership of over 120 recognized global institutions (Affiliates) in over 80 countries that collaborates in the design of customised learning solutions for individuals and organizations working in development. Affiliates are as diverse as the Asian Institute of Management, the Ethiopian Civil Service College, the Islamic Development Bank, and Pontificia Universidad Católica of Peru.

Collectively, Affiliates put on 1000+ learning sessions a year that range from training courses and informal brainstorming sessions to multi-country dialogues and virtual conferences. GDLN learning specialists in these organizations collaborate in designing customized learning solutions for clients. With increasing links to in-country networks, GDLN's reach now extends to more than 500 access points around the world.

9. Additional information

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