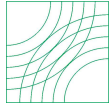


SPRING



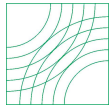
Volker Kreibich
Universität Dortmund, Faculty of Spatial Planning,
SPRING

Cross-Border Education on four Continents – Lessons to be Learned

Paper for the DAAD Dialogue on
Innovative Higher Education Strategies

**“Cross-border Education and
Development Co-operation”**

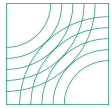
Bonn, 30 June – 1 July, 2005



Contents

1. The role of tertiary education
2. The importance of institutions
3. Partnership models
4. The SPRING programme
5. The SPRING experience
6. Lessons to be learned

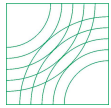




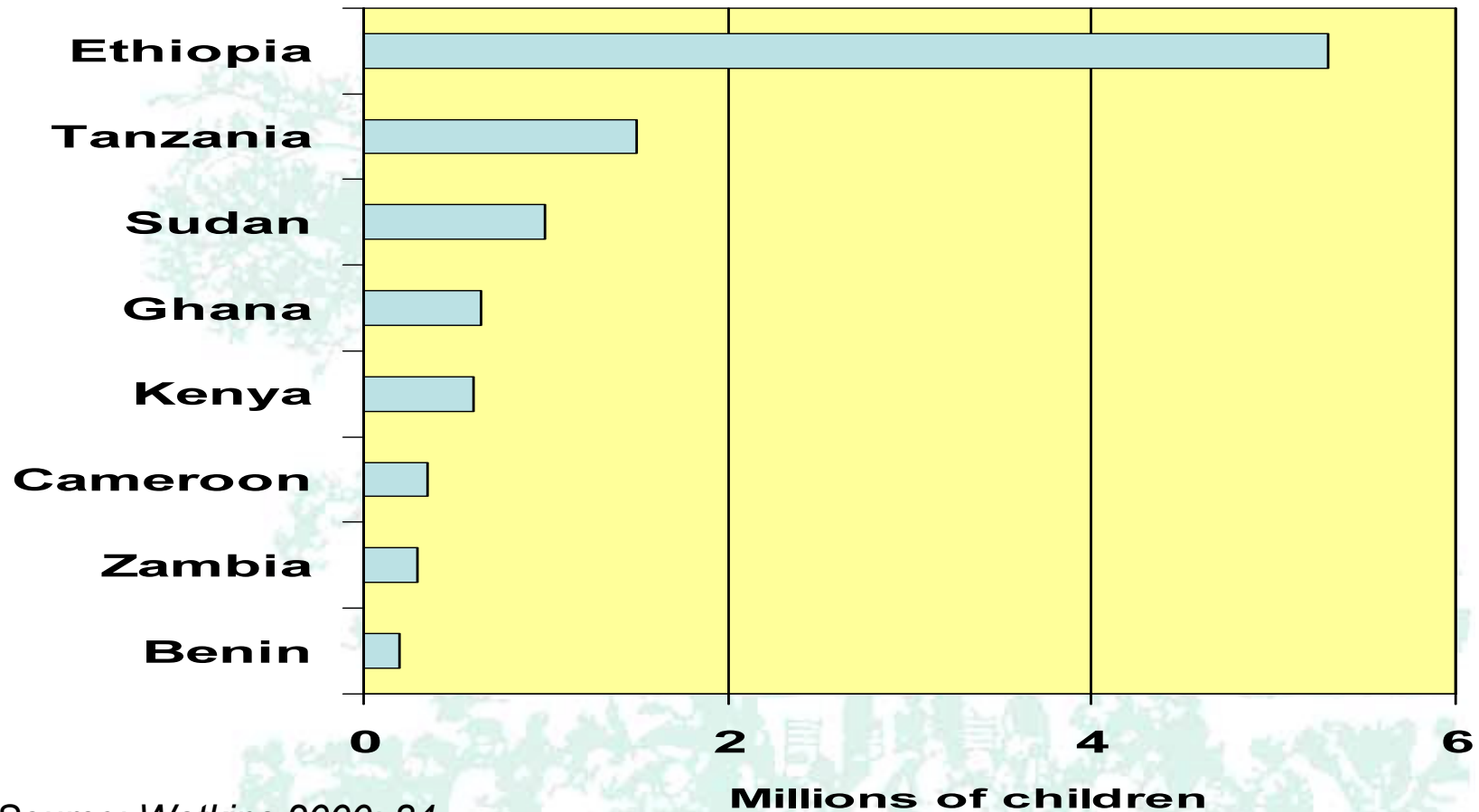
1. The role of tertiary education

- The MDGs refer only to primary education.
- **MDG 2: Achieve universal primary education**
“Ensure that all boys and girls complete a full course of primary schooling until the year 2015.”
- In LLDC public investment in primary education (of girls) considered more productive than investments in secondary and tertiary education
- UNDP (1992: 69) estimates of economic returns from education in Africa :
 - 26% for Primary Education
 - 17% for Secondary Education
 - 13% for Higher Education

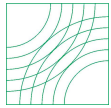
SPRING



Enrolment deficits in African states (primary schools, 2005)



Source: Watkins 2000: 84

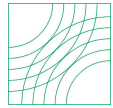


The Education Performance Index (EPI)

- The EPI provides a simple composite indicator of three central aspects of educational performance
 - net enrolment rate:
proportion of children aged 6 – 11 enrolled
(proxy for coverage achieved by the school system)
 - completion grade:
proportion of students progressing beyond Grade 4
 - gender equity:
ratio of female to male enrolment
- The EPI measures the average shortfall from a perfect score (e.g. 100% for net enrolment and completion, and 0 for gender equity).
- The higher the score, the larger the shortfall.

*Source: Watkins, Kevin: The Oxfam Education Report. Oxfam 2000, p. 136;
definition: p. 347*

SPRING



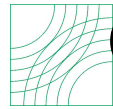
The Education Performance Index (EPI)

- Variables
 - CR completion rate
 - NER net enrolment rate (boys/girls)
- Index
$$\text{EPI} = \left\{ \frac{1}{3} \left[(100 - \text{NER})^3 + (100 - \text{NER}_{\text{forgirls}} / \text{NER}_{\text{forboys}})^3 + (100 - \text{CR}^3) \right] \right\}^{1/3}$$
- Examples:
 - China (14)
 - Zambia (52)

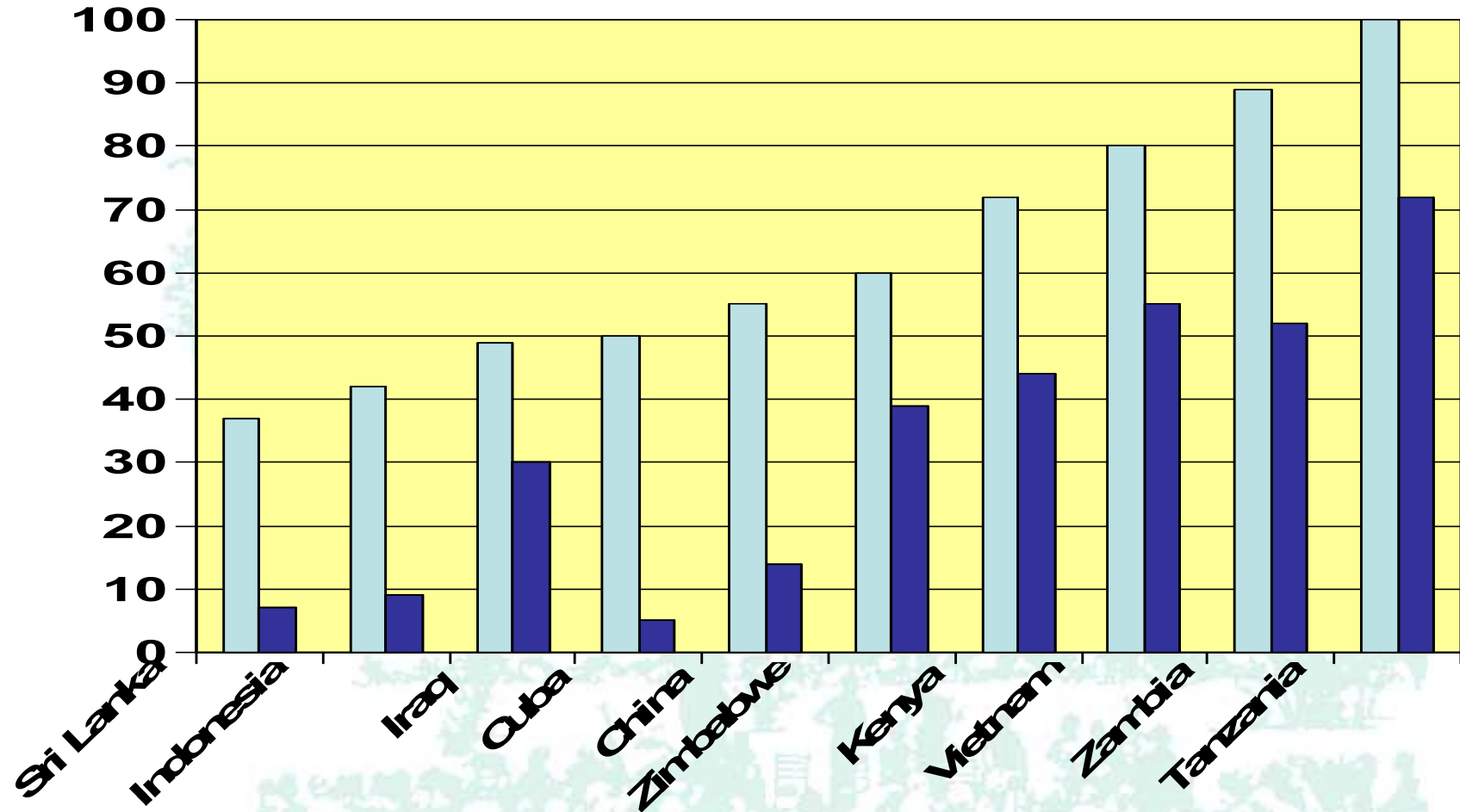
EPI	NER	100- NER	CR	100-CR	M/ NER	F/ NER	F/M	100-f/m
5.7	96	4	92	8	97	95	98	2
22	69	31	92	8	70	68	97	3

Source: Watkins 2000: 347, 348

SPRING

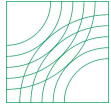


Countries with higher EPI rank than income rank



Source:
Watkins 2000:

Income rank EPI rank

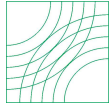


Good performers – bad performers

Comparing Education Performance Index EPI and income ranks:

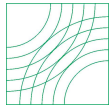
- Countries can be under- or overperforming in relation to their income levels (in education as in other sectors).
- Some countries have performed better than others in converting their economic potential into benefits for people.
- There is a vast potential for educational opportunity that is being missed because of bad policy choices.

Source: Watkins 2000: 142



Primary vs. tertiary education?

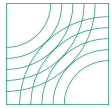
- Primary education
 - essential for development
 - can be improved through self-reliance and user participation ('good performers', e.g. BRAC in Bangladesh)
- Tertiary education
 - more difficult to prioritise with scarce public resources
 - lends itself to international co-operation



3. The importance of institutions

- From Rostow to North - from 'lack of capital' to 'the role of institutions' as the major determinants of underdevelopment
- Institutional reforms: creation of institutions favourable for and supporting development (R.E. Thiel, 2004)
- IWF (2003): Differences in quality of institutions can explain almost three fourth of income differentials between the nations.”
- German Government 1986: “The Federal Government drops the proposition that development could be solely achieved through capital transfers.”

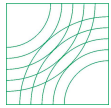
Grundlinien der Entwicklungspolitik der Bundesregierung, 1986



Focus on Good Governance in German DC

- **MDG 8: Develop a global partnership for development**
commitment to good governance, development and poverty reduction
- “The Federal Government supports structures and institutions which enable poor and disadvantaged groups to profit from development processes.”
- “The Federal Government will strengthen its focus on governance, democracy and human rights in order to lay the fundament for achieving the Millennium Goals.”

BMZ (ed.): Der Beitrag Deutschlands zur Umsetzung der Millenniums-Entwicklungsziele. Bonn 2005



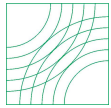
The soil for cross-border education

“The Federal Government supports ...

- efficient public institutions
- decentralisation and strengthening of municipal and regional self-administration
- programmes to strengthen civil society in developing countries”.

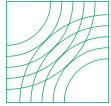
BMZ (ed.): Armutsbekämpfung – eine globale Aufgabe. Aktionsprogramm 2015. Bonn 2001

These arguments are the soil in which cross-border education can grow.



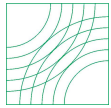
3. Partnership models

Model / criterion	No partner	Minor partner	Equal partner	Major partner	Partner network
	<i>"Single"</i>	<i>"Small brother"</i>	<i>"Brother"</i>	<i>"Big brother"</i>	<i>"Family"</i>



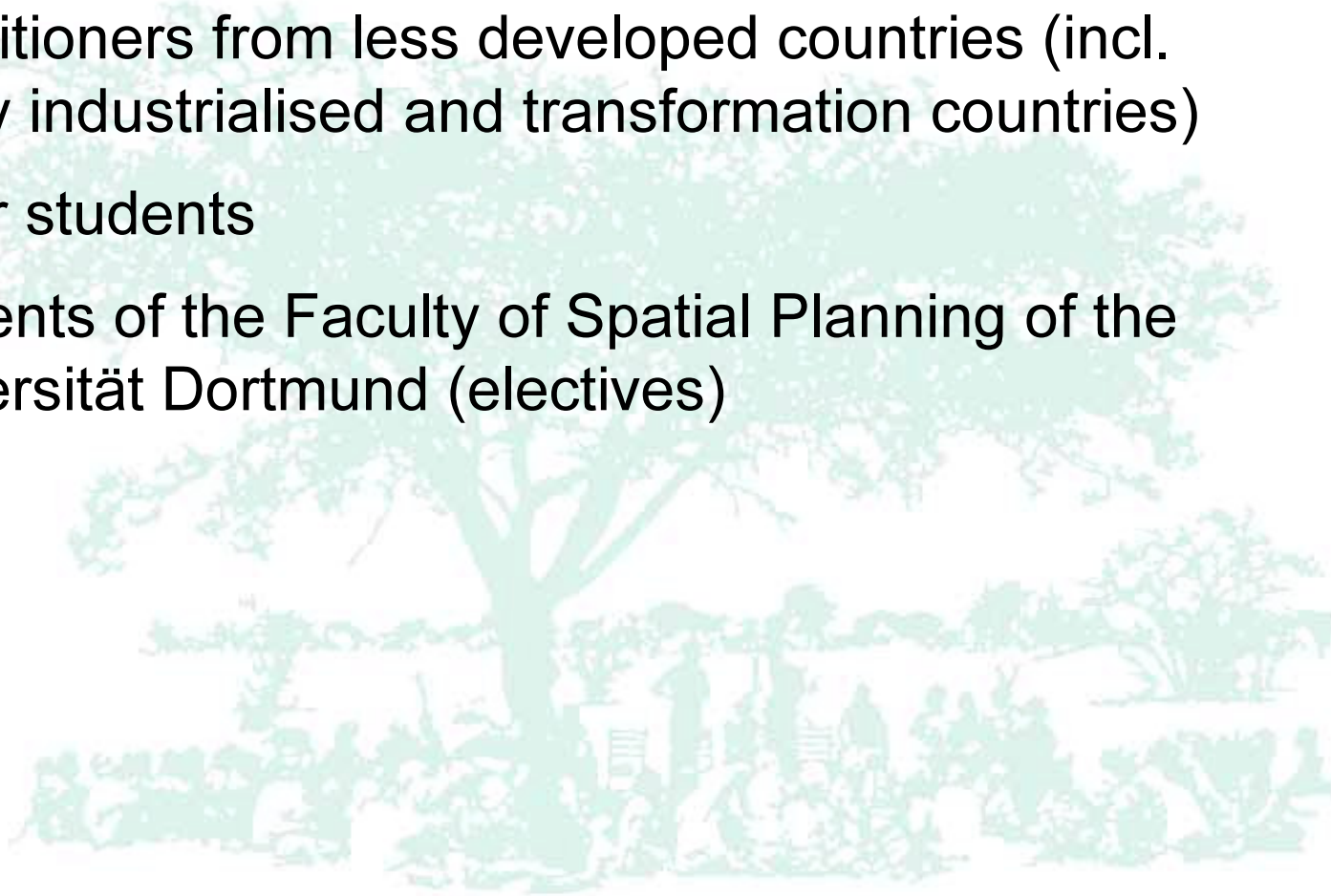
4. The SPRING Programme

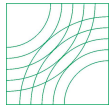
- SPRING – **S**patial **P**lanning for **R**egions in **G**rowing Economies
- 2 year international and joint continued education programme
- Degree: MSc in Regional Development Planning and Management
- Founded in 1984 (Model Project of the Bund-Länder Kommission)
- Programme language English
- Joint programme
 - 1st programme year at Universität Dortmund, Faculty of Spatial Planning, and at KNUST, Dept. of Planning, Kumasi, Ghana,
 - 2nd programme year at partner universities (planning schools) in Africa, Asia and Latin America



Target groups

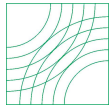
- Practitioners from less developed countries (incl. newly industrialised and transformation countries)
- Other students
- Students of the Faculty of Spatial Planning of the Universität Dortmund (electives)



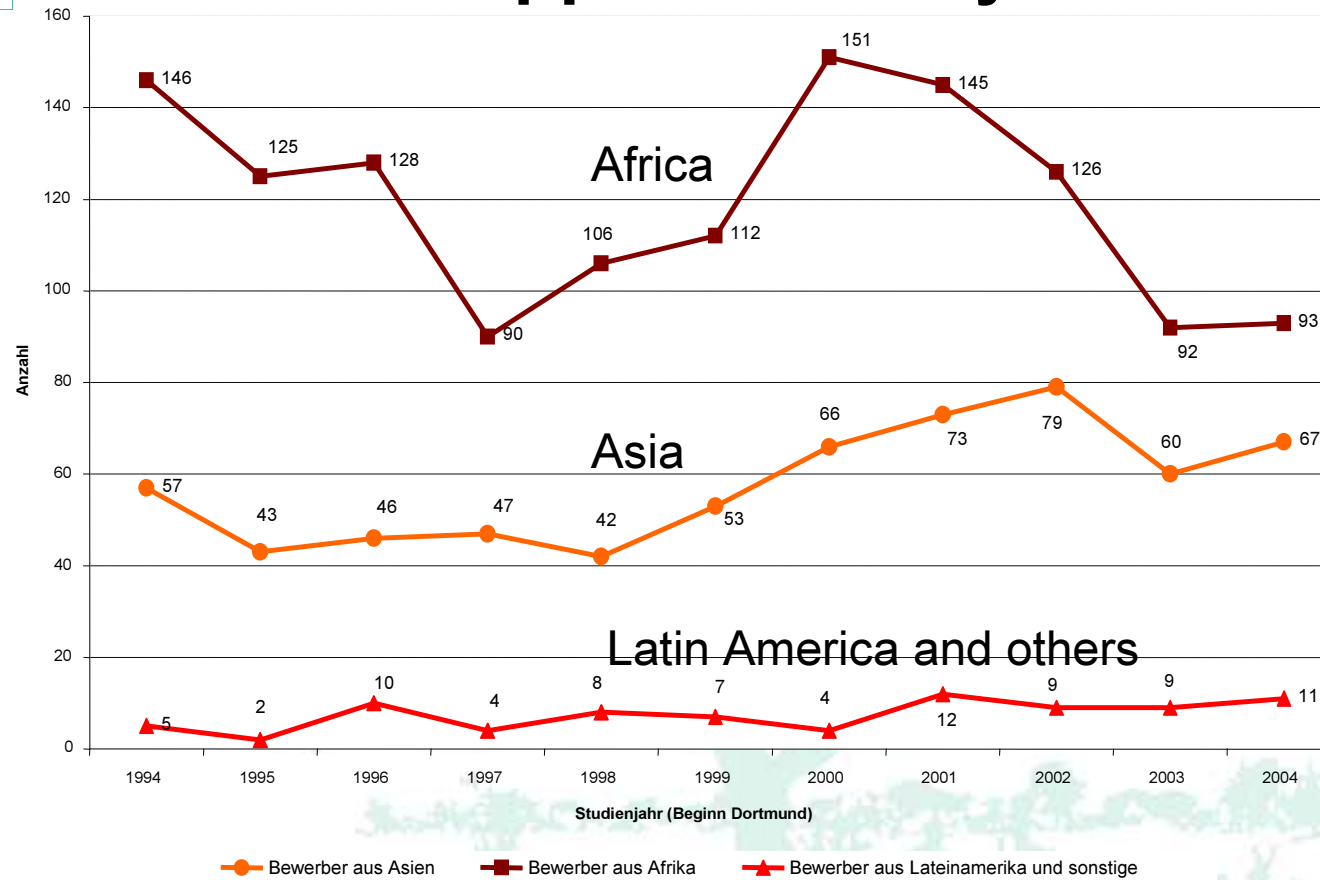


Admission requirements

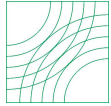
- Bachelor (or equivalent) in a field related to spatial planning
- At least two years of professional practice in administration, NGO, private sector or university
- Strong commitment to regional development planning
- High English language proficiency



Applications by continents



- annually about 500 information requests
- on average about 180 applications (period 1994 - 2003)
- almost 500 graduates



Training aims and key qualifications

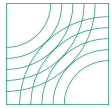
Aims

- Training of experts to manage decentralisation and urbanisation responding to the growing demand
- Graduates to be functional in transfer of political and administrative tasks to (new) regional institutions

Key qualifications

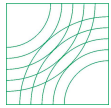
- Inderdisciplinarity: co-ordination of diverse sectoral activities
- Integration of theory and practice: lectures, workshops, field work
- Knowledge of planning and management methods and techniques
- Social, cultural and communicative competence

SPRING

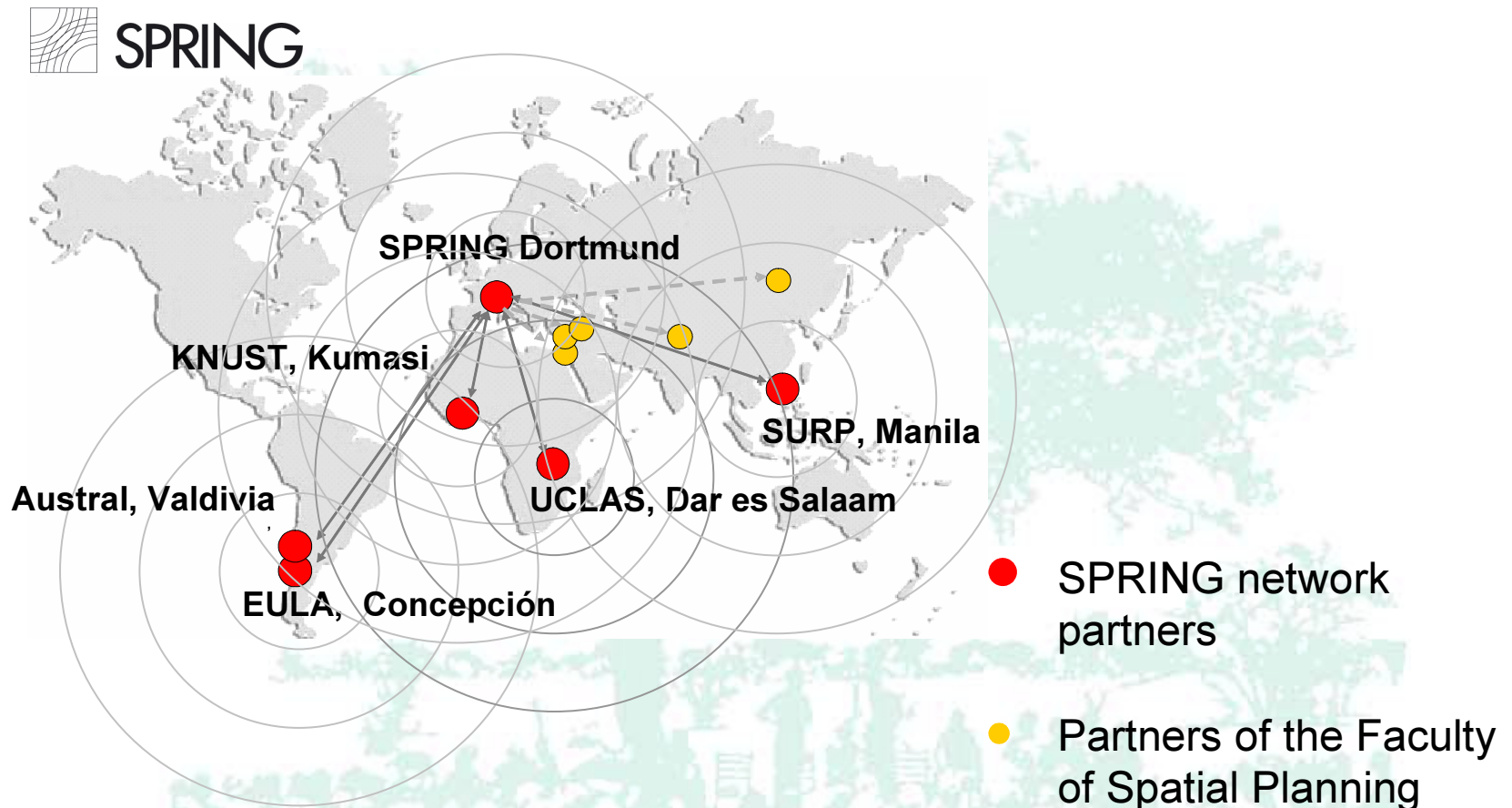


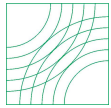
Growth of the SPRING network

Year / Partner	1984	1985		1995		2002	2005
	DO						
		Kumasi					
			(Bangkok)	Manila			
						Dar	
							Chile



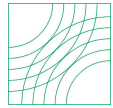
SPRING network partners



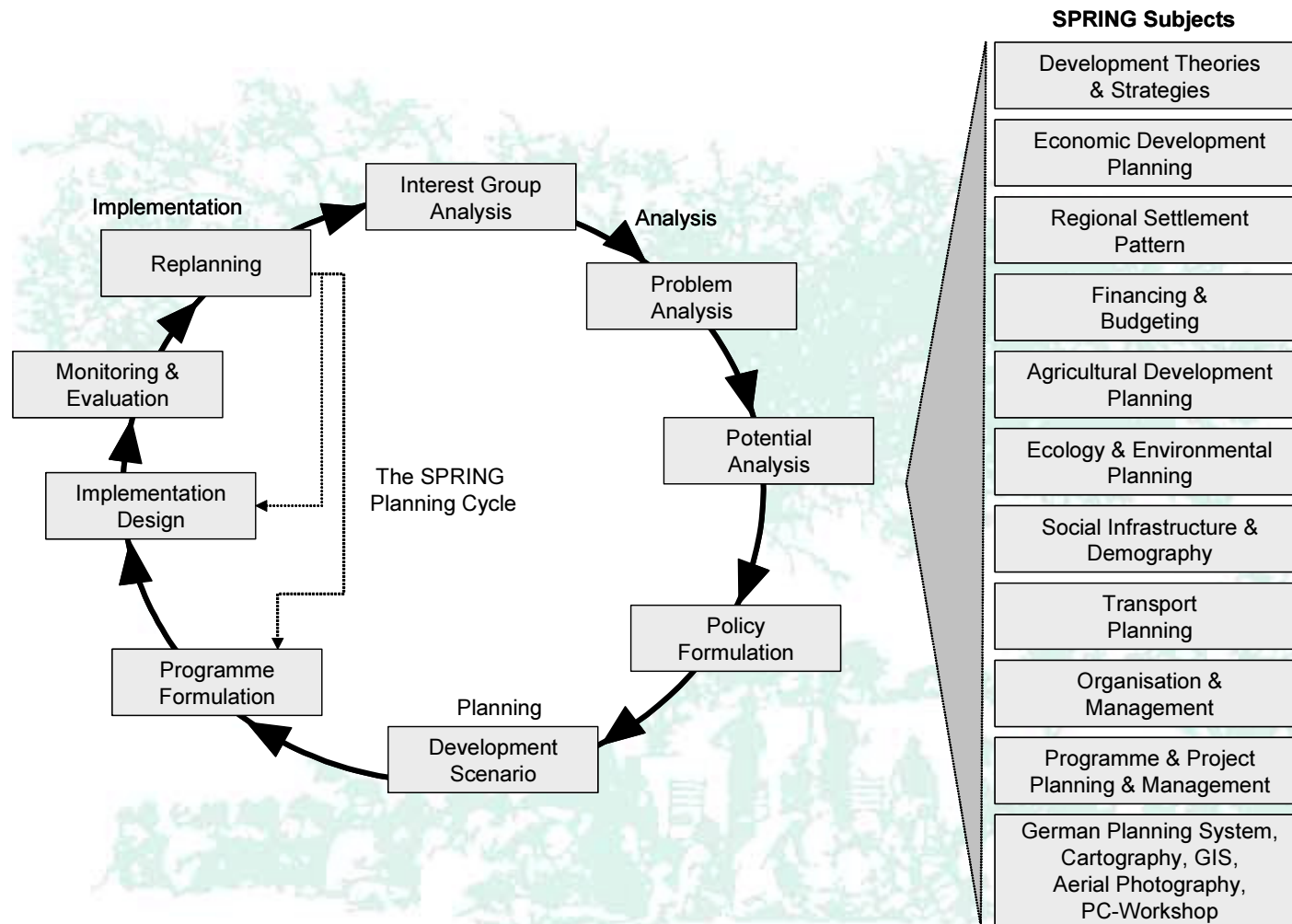


Partner specialties

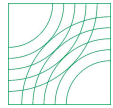
- Sectoral theories and management tools
 - Dortmund (1st year)
 - Kumasi (1st year)
- Regional Planning and Management
 - Kumasi
 - Manila
- Urban Planning and Management
 - Dar es Salaam
- Regional Economic and Environmental Management
 - Concepción
 - Austral (Valdivia)



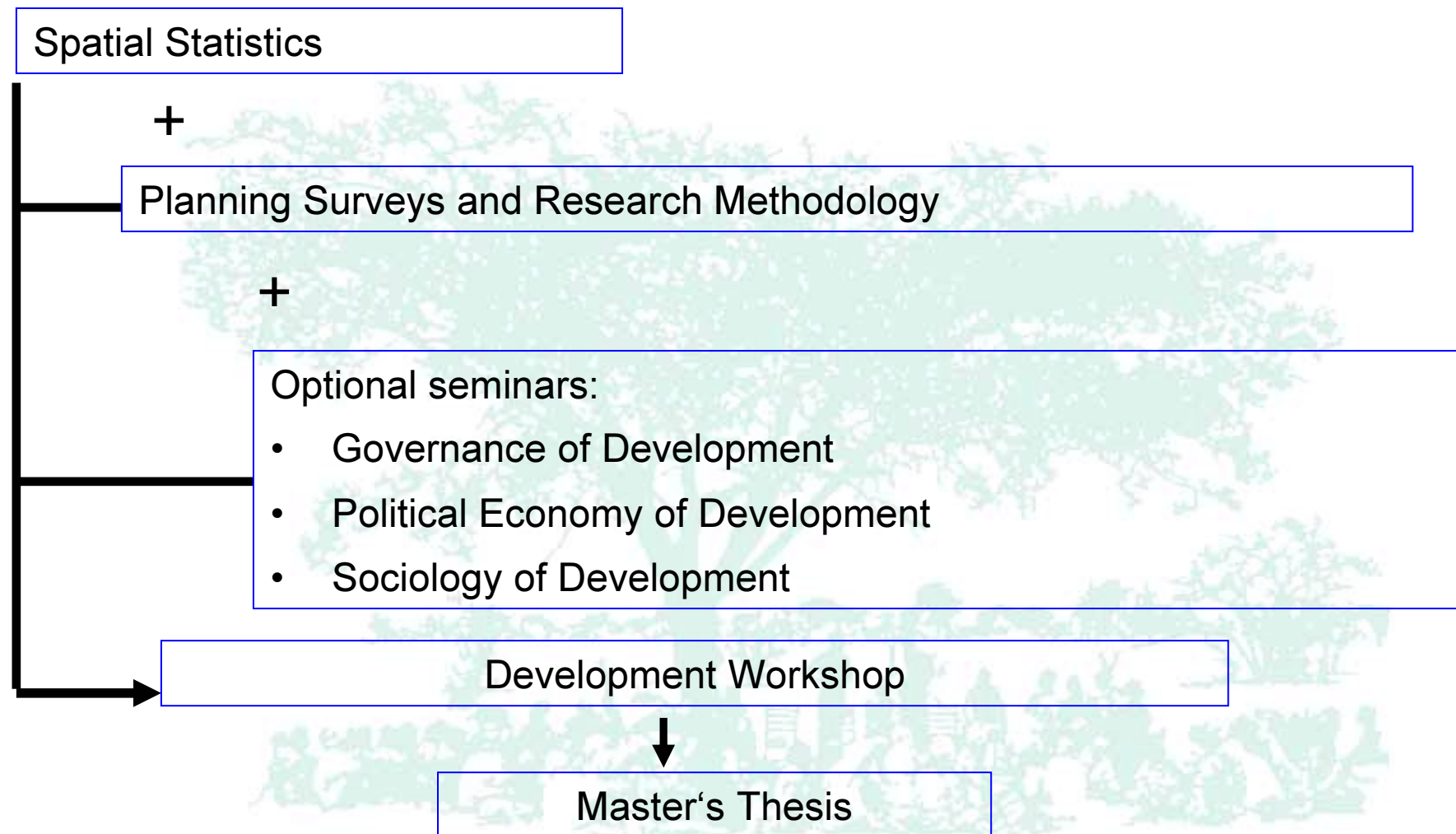
1st year curriculum (Dortmund and Kumasi)



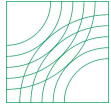
SPRING



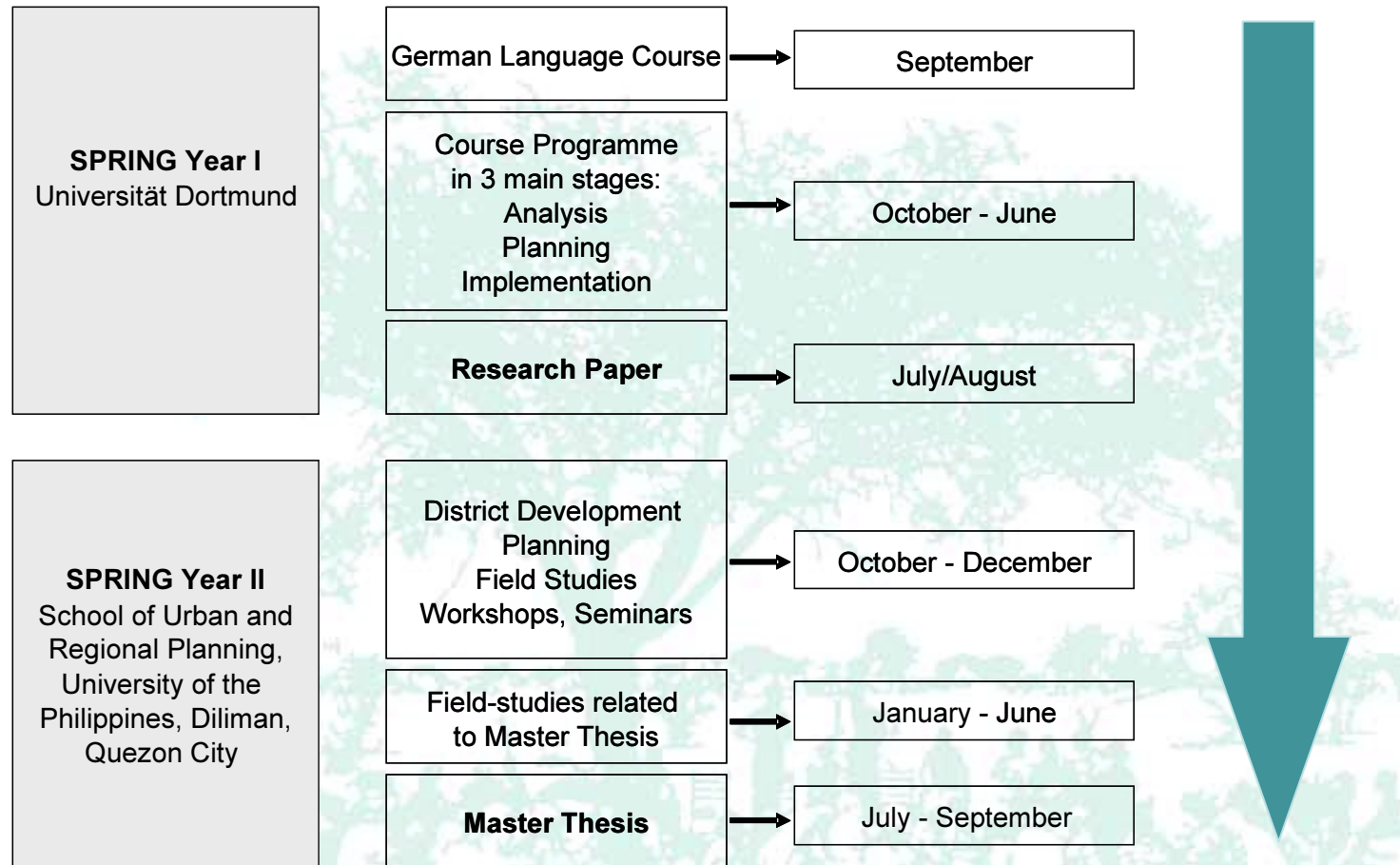
2nd year curriculum in Kumasi



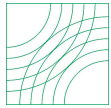
SPRING



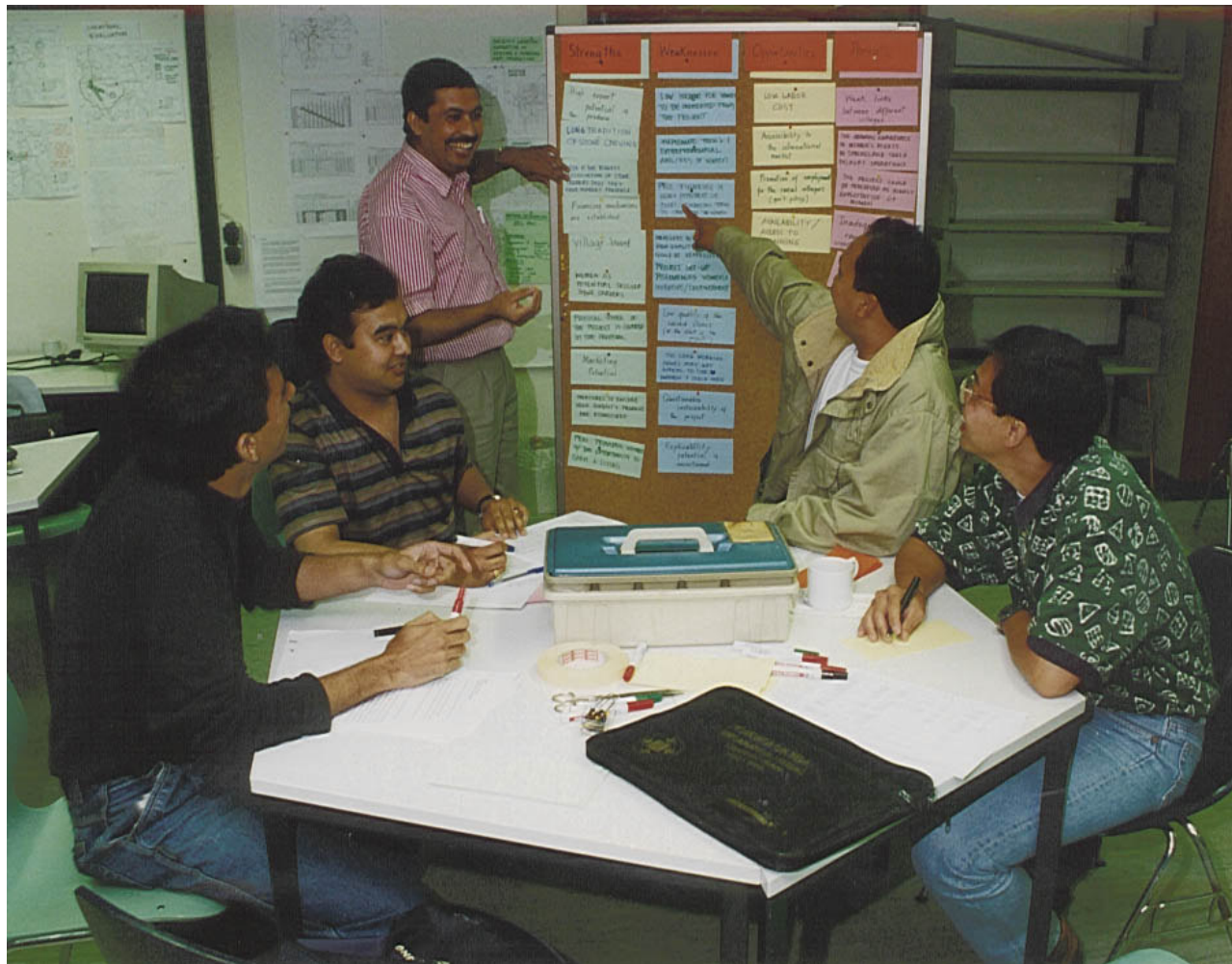
Course structure (Dortmund – Manila)

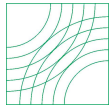


SPRING



Workshop Activity



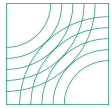


SIADP - SPRING Alumni



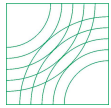
- Active national alumni associations in
 - Ethiopia
 - Nepal
 - the Philippines
 - Ghana
- Typical tasks
 - networking
 - further training
 - marketing
 - participation in national development planning politics

SPRING



A Workshop of the Philippine Alumni Association

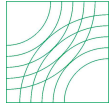




Programme Budget

Budget (2004, SPRING Dortmund): 750.000 Euro

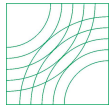
	Universität Dortmund	Partner univers.	DAAD	Other organis.	Students
Infrastructure	(✓)	(✓)			
Staff	✓	(✓)	✓		
Administration	✓	(✓)	✓		
Scholarships		✓	✓	✓	✓
Co-operation, co-ordination	✓	✓	✓		
Percentage	50	3	31	8	8



5. The SPRING experience

Network components in place

- Joint MSc SPRING
- Joint Alumni Association
- PhD studies (increasingly joint PhDs)
- Joint publications
(SPRING Research Series)
- Joint research



Challenges and perspectives

MSc course

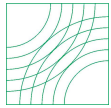
- Integration with new MSc Raumplanung (Spatial Planning)
- Course model (continued education, consecutive, non-consecutive)
- Accreditation: modularisation and introduction of ECTS
- Organisational development within the university

Partner network

- Increasing demand for co-ordination of exchange
- Strengthening of South-South linkages

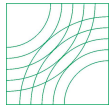
Additional activities

- Strengthening of Alumni network SIADP
- Supplementary programmes (e.g. short courses)
- Doctoral programme



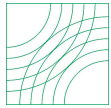
The Spirit of Partnership

- Ownership (shared programmes)
- Enabling (transfer of competence)
 - SPRING Kumasi: full programme
- Exploiting comparative advantages
 - SPRING Dortmund (1st year): theories and methods
 - SPRING South (2nd year): field exposure and method application
- Internationality
 - growing importance for German universities
- International exposure
 - higher with exchange
- Return rate (brain drain)
 - largely enforced through 2nd year in a developing country
- Costs
 - high in Europe



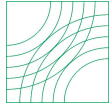
6. Lessons to be learned

Model / criterion	No partner	Minor partner	Equal partner	Major partner	Partner network
	<i>"Single"</i>	<i>"Small brother"</i>	<i>"Brother"</i>	<i>"Big brother"</i>	<i>"Family"</i>
Ownership			high		high
Enabling		low	high	high	high
Comp. adv.			high		highest
Internation.					highest
Exposure	highest				high
Return rate	lower	lower	high	high	high
Costs	highest	high	lower	low	lower



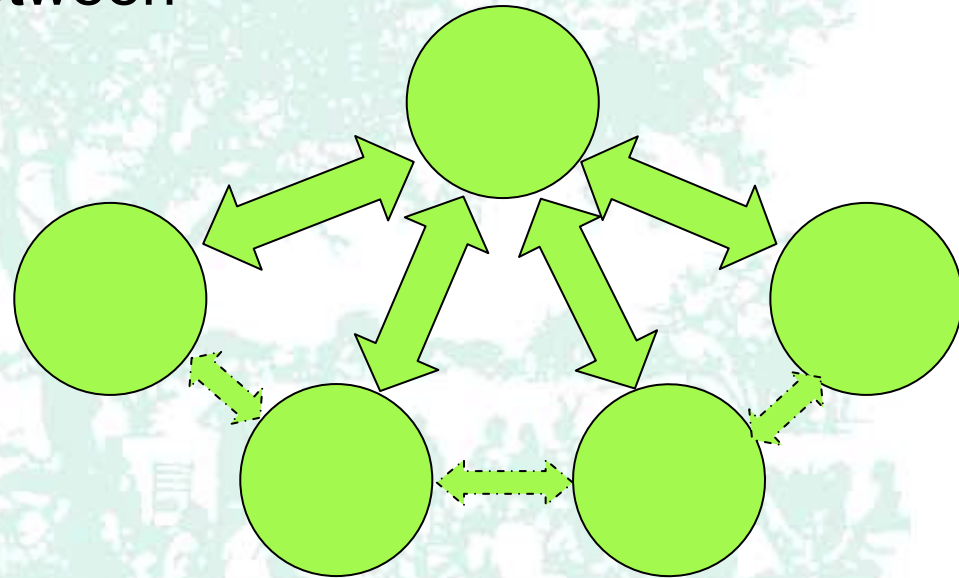
Challenges of a joint programme

- Scale economies: share of students by partner
 - 1st year at partner *solution*
 - Quality control *problems*
 - Costs of attending examinations
 - » Accreditation of multi-partner network
- Ownership
 - co-ordination (curriculum, legal regulations, admin. procedures, costs, times)
 - co-ordination between foreign universities (e.g. Chile)
 - joint certificate for students who did not study at both universities (K.)
 - sense of partnership, esp. with southern partners
- Competition
 - student exchange South-South (Asians to Africa, L.A.s to Asia)
- Network balance

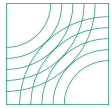


Balancing network co-operation

- SPRING network still unbalanced
- Dortmund remains hub of the network
- Weak co-operation between Southern partners
- In preparation:
Network Charter



SPRING



Co-operation with other international programmes

Objectives

- Strengthening the discipline
- Exploiting synergies
- 'Bargaining power'
- Competitiveness

Measures

- Information exchange
- Mobility of lecturers, sharing of partner resources
- Complementary strengthening of programme profiles
- Marketing