



**„STRENGTHENING THE ROLE OF UNIVERSITIES IN
DEVELOPING COUNTRIES – THE CONTRIBUTION OF
LEADERSHIP CAPACITY BUILDING INITIATIVES”**

BERLIN, 27 – 28 NOVEMBER 2017

A Conference in the Framework of the DIES Programme

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

HRK German Rectors' Conference
The Voice of the Universities

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MONDAY, 27 NOVEMBER 2017

ADDRESSING GLOBAL CHALLENGES: HIGHER EDUCATION MANAGEMENT FOR DEVELOPMENT

Chair: Dr Jan-Martin Wiarda

Science and Education Journalist, Germany

Goldberger-Saal (first floor)

17.00 WELCOME ADDRESSES

Roland Lindenthal

Head of Division Education and the Digital World, Federal Ministry for Education and Economic Cooperation (BMZ), Germany (tbc)

Dr Dorothea Rüländ

Secretary-General, German Academic Exchange Service (DAAD), Germany

Dr Jens-Peter Gaul

Secretary-General, German Rectors' Conference (HRK), Germany

17.15 KEYNOTE: GLOBAL CHALLENGES AND HIGHER EDUCATION MANAGEMENT FOR DEVELOPMENT

Francisco Marmolejo

Lead, Global Solutions Group on Tertiary Education, The World Bank Group, USA

In his keynote address, Francisco Marmolejo will present key trends in higher education globally and analyse their relevance for leadership capacity building initiatives. This will allow participants to assess what is on the horizon. Furthermore, Mr Marmolejo will argue why higher education leadership matters and why this makes investments in capacity building even more relevant. Finally, some current World Bank initiatives and experiences will be presented, with a view to identify potential synergies.

18.00 PANEL DISCUSSION: CHALLENGES AND LESSONS LEARNED – CAPACITY ENHANCEMENT IN HIGHER EDUCATION MANAGEMENT

The panel discussion aims at translating the global challenges and trends for higher education management in developing countries presented in the keynote speech into different regional backgrounds. Major obstacles jeopardising the success of capacity building initiatives in the Global South will be identified. Among others, the following questions will be addressed: How can the impact of capacity enhancement initiatives be measured? Which factors determine the relevance of capacity enhancement initiatives? Shall successful activities be upscaled or are more diversified offerings needed? The panellists will outline options how these challenges can be dealt with and what still needs to be resolved.

Professor Dr Intan Ahmad

Director General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education of the Republic of Indonesia

Professor Dr Hamadi Iddi Boga

Acting Vice-Chancellor, Taita Taveta University, Kenya

Maria Luisa de Boehm

Academic Vice-Rector, University of the Valley of Guatemala

Professor Dr Peter Mayer

*Academic Director of the International Deans' Course,
Osnabrück University of Applied Sciences (UAS), Germany*

Hardenberg-Atrium (first floor)

19.00 ANNIVERSARY CELEBRATION DINNER "TEN YEARS DIES INTERNATIONAL DEANS' COURSE"

Professor Dr Peter Mayer

*Academic Director of the International Deans' Course,
Osnabrück University of Applied Sciences (UAS), Germany*

Musical background provided by Benedikt Reidenbach Trio

21.30 End of Day 1

TUESDAY, 28 NOVEMBER 2017

STRENGTHENING THE ROLE OF UNIVERSITIES IN DEVELOPING COUNTRIES

Goldberger-Saal (first floor)

9.00 WELCOME AND INTRODUCTION TO THE DAY

Marc Wilde

*Expert, Development Cooperation and Transregional Programmes, DAAD,
Germany*

Session 1 – Higher Education Management Today

9.15 HIGHER EDUCATION MANAGEMENT – STATE OF THE ART

Professor Dr Frank Ziegele

Executive Director, Centre for Higher Education (CHE), Germany

Higher education management during the last 10-15 years emerged as an academic field. A variety of master programmes, professional training courses and research projects have developed. At the same time, practitioners develop and realise tools and instruments and gather experience. New functions and careers in higher education management emerge; university managers find themselves in a process of professionalisation. The presentation analyses the state of the art, current trends and scenarios for future developments. It critically reflects the applicability and relevance of approaches developed in the European context in developing countries.

9.45

PARALLEL WORKING GROUPS: CURRENT HIGHER EDUCATION MANAGEMENT NEEDS IN DIFFERENT REGIONS

The parallel working groups aim to identify and discuss specific higher education management needs in Africa, Latin America and Southeast Asia. Although higher education institutions all over the world are confronted with similar challenges, such as rapid increases in student enrolment numbers, lack of financial resources and increasing national and international competition, they are working in different national and regional settings, dealing with different educational traditions and patterns, and operating within specific legal and organisational frameworks. The working groups will address region-specific challenges and will try to identify possible pathways to overcome these challenges. Which topics are considered fundamental to positive change and reform in the specific regional higher education contexts? Which dimensions of university management are most relevant?

Room Nord (Basement)

WG 1 – AFRICA

Chair: Thomas Böhm

Head of Section, Africa and Middle East, HRK, Germany

Room Mitte (Basement)

WG 2 – LATIN AMERICA

Chair: Tobias Wolf

Senior Desk Officer, Development Cooperation:

Partnership Programmes and Higher Education Management, DAAD, Germany

Room Süd (Basement)

WG 3 – SOUTHEAST ASIA

Chair: Michael Hörig

Head of Section, Development Cooperation: Partnership Programmes and Higher Education Management, DAAD, Germany

10.45

Coffee break

11.15 **PANEL DISCUSSION: CURRENT HIGHER EDUCATION MANAGEMENT NEEDS – REPORT FROM THE PARALLEL WORKING GROUPS AND DISCUSSION**

This panel session aims to collect and compare major concerns and challenges in the field of higher education in Africa, Europe, Latin America and Southeast Asia. Based on the reports from the parallel working groups the audience will be invited to discuss current challenges as well as future needs and how these can be met. Are there common challenges for universities in developing countries or do these differ between institutions of different types and profiles? Are there specific regional needs and what would be the best manner to address them? What is the best way to ensure maximum impact and how can we foster the multiplication of good practice nationally as well as internationally?

Professor Dr Frank Ziegele

Executive Director, Centre for Higher Education, Germany

Rapporteurs from Parallel Working Groups

Chair: Marijke Wahlers

Head of International Department, HRK, Germany

12.15 **Lunch**

Session 2 – Capacity Enhancement in Higher Education Management

Chair: Iris Danowski

Head of Section Latin America, HRK, Germany

13.30 **THE INTERNATIONAL DEANS' COURSE – A BRIEF PRESENTATION**

Professor Dr Peter Mayer

Academic Director of the International Deans' Course, Osnabrück University of Applied Sciences (UAS), Germany

The International Deans Course was started in 2007 involving higher education experts from around the world, discussing challenges for deans in their respective regions. There was a consensus that many if not most deans would benefit tremendously from having more management and soft skills to perform well in their function. The programme structure, which became the blueprint for the IDC allows for studying best practice and learn from peers, in many fields such as strategic management, change management, quality management or internationalisation, to name just a few. The sharing of experience across borders adds a valuable element. The feedback from participants, their success in their careers and the replication of the approach in many settings has shown that such programmes can add value in the dynamic world of higher education.

13.45

EVALUATION OF THE INTERNATIONAL DEANS' COURSE – KEY FINDINGS

Dr Christoph Emminghaus

Managing Director, Syspons GmbH, Germany

On the occasion of the tenth anniversary of the International Deans' Course' DAAD and HRK commissioned an external evaluation to take stock of the course's achievements thus far and to assess its relevance, effectiveness, efficiency and sustainability among other criteria. The key findings of the evaluation as well as selected recommendations for the programme's future implementation will be presented in this session.

14.00

HIGHER EDUCATION MANAGEMENT TRAINING SCHEMES IN THE FIELD OF DEVELOPMENT COOPERATION – RESULTS OF A DIES STUDY

Professor Dr Laura Rumbley

Associate Director, Boston College Center for International Higher Education, USA

Institutional leaders everywhere face challenges in managing complex institutions in rapidly changing environments; these challenges may be especially daunting in low-income and emerging economy country contexts, where new kinds of performance-based standards are being implemented and fast-growing enrolments are often the norm. To help grow and sustain higher education leadership and management capacity, particularly in a development cooperation context, a range of professional development programmes and training schemes are offered to higher education leaders and managers around the world. This session provides insights from a study, funded by DAAD and HRK, which endeavoured to "map" the global landscape of such training scheme providers and gain insight into their priorities, approaches, and possible future orientations.

14.30

GALLERY WALK: PRESENTATION AND DISCUSSION OF VARIOUS CAPACITY ENHANCEMENT SCHEMES IN HIGHER EDUCATION MANAGEMENT

Many organisations worldwide engage in training activities in the field of higher education management. Against this background, the gallery walk aims at giving an insight in three selected capacity enhancement schemes in higher education management in different world regions. Providers from Africa, Latin America and Southeast Asia will present the characteristics of their respective training schemes with respect to features such as training content, target audiences and delivery modes, giving a special focus to issues related to effectiveness and impact, lessons learnt and future perspectives.

Ransford Okwabi Bekoe

Project Officer, Association of African Universities, Ghana

Professor Dr Miguel Escala

Executive Director, Institute for University Management and Leadership (IGLU), Dominican Republic

Dr Ho Thanh My Phuong

Director, SEAMEO Regional Training Center, Southeast Asian Ministers of Education Organisation, Vietnam

15.30

Coffee break

Session 3 – Strengthening the Role of Universities in Developing Countries through Higher Education Management Capacity Building – Where Do We Go from Here?

16.00

PANEL DISCUSSION: FUTURE NEEDS AND PERSPECTIVES

The objective of this panel discussion is to explore, based on the discussions held throughout the conference, options for enhancing higher education capacity building schemes that focus on strengthening the role of universities in their respective societies. It shall address questions such as: How can the sustainability of capacity building initiatives be ensured? How can we scale up our efforts? And what future needs and perspectives should be considered? The panellist will share insights based on their own experience and engage in a conversation with the conference audience.

Professor Dr-Ing Abebe Dinku

Vice-President for Institutional Development, Addis Ababa University, Ethiopia

Professor Dr Larisa Carrera

Dean, Faculty of Medical Sciences, National University of the Littoral, Argentina

Professor Dr Stefanie Shamila Pillai

Dean, Faculty of Languages and Linguistics, University of Malaya, Malaysia

Professor Dr Laura Rumbley

Associate Director, Boston College Center for International Higher Education, USA

Chair: Michael Horig

Head of Section, Development Cooperation: Partnership Programmes and Higher Education Management, DAAD, Germany

17.00

CLOSING OF THE CONFERENCE

Marijke Wahlers

Head of International Department, HRK, Germany

SPEAKERS & CHAIRS

PROFESSOR DR INTAN AHMAD

Director General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education, Indonesia



Professor Dr Intan Ahmad is since 2015 the Director General of Learning and Student Affairs at the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, and since 2017 Acting Rector of the Jakarta State University (UNJ).

He is also Professor at Bandung Institute of Technology (ITB), where he held various positions. Since 1997, he has been involved in the Directorate General of Higher Education, and was a Member of the Development Council in the Board of Higher Education. In addition, from 2004 to 2006 he has served as a Consultant for Improving the Relevance and Quality of Undergraduate Education (IRQUE, World Bank) at the Ministry of Education, Sri Lanka.

Since 2008, he has been part of the International Deans' Course (IDC) as Programme Committee and International Expert. Professor Ahmad holds a Bachelor of Science in Biology from ITB, and a PhD in Entomology from the University of Illinois at Urbana-Champaign, USA.

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RANSFORD OKWABI BEKOE

Project Officer, Association of African Universities, Ghana



Ransford Okwabi Bekoe is the primary focal point for university-private sector collaboration at the Secretariat of the Association of African Universities (AAU), the apex organisation and forum for consultation, exchange of information, and international cooperation among institutions of higher education in Africa.

In addition to his work as a Project Officer he organises the AAU's Leadership Development workshop series under different modules as for example strategic planning, entrepreneurship, university-industry linkages, quality assurance, and resource mobilisation. His other areas of focus are HIV and AIDS management in African higher education institutions, and environmental management.

He contributed to the development of the first training modules on mainstreaming sustainability into university curricula in Africa initiated by the United Nations Environmental Programme (UNEP) in 2005. Ransford Okwabi Bekoe holds a Master's degree in Development and a Bachelor of Arts in Economics and Political Science from the University of Ghana.

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MARIA LUISA DE BOEHM

*Academic Vice-Rector,
University of the Valley of Guatemala,
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Maria Luisa de Boehm is since 2005 the Academic Vice-Rector of the University of the Valley of Guatemala, and was appointed as a Member of the Directive Council in 2000. From 2001 to 2005, she held the Provost position and worked from 1999 to 2001 as Head of the Chemistry Department at the same university, having from 1985 held a Professor position.

Previously, she obtained a Master's degree in Environmental Science from Washington State University, and a Chemistry degree from Universidad del Valle de Guatemala. She has participated in several DIES programmes and has for many years led the Regional Network on Quality Assurance in Higher Education (GUCAL XXI) in Central America.

Maria Luisa de Boehm has participated in various Harvard Graduate School of Education seminars in performance assessment in higher education and building inner strengths of leader's programme. Her experience and knowledge has allowed her to influence higher education at regional and international level in several countries worldwide.

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PROFESSOR DR HAMADI IDDI BOGA

*Acting Vice-Chancellor,
Taita Taveta University,
Kenya*



Professor Dr Hamadi Iddi Boga is Professor of Microbiology at Jomo Kenyatta University of Agriculture and Technology (JKUAT) and since 2016 the Acting Vice-Chancellor of Taita Taveta University, Voi, Kenya.

He has previously held various administrative positions at JKUAT from 2002 to 2012 including Chairman of Botany Department, Director of Institute of Biotechnology Research, was briefly the Dean of the Faculty of Science, and Principal of JKUAT Taita Taveta Campus in Voi. From 2012 to 2016 he was the Principal of Taita Taveta University College. Further, Professor Boga has previously been the Secretary and Chairman of the Kenya DAAD Scholars Association.

He has a Bachelor of Science in Botany and Zoology, a Master of Science in Botany (Microbiology) from Kenyatta University, a PhD in Microbial Ecology and Microbiology from University of Konstanz, and completed his Postdoctoral research at the Max Planck Institute for Terrestrial Microbiology in Marburg.

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THOMAS BÖHM

*Head of Section, Africa and Middle East
German Rectors' Conference (HRK),
Germany*



Thomas Böhm is Head of Section, Africa and Middle East since 2010. Before joining the German Rectors' Conference in Bonn (HRK) he was Head of the DAAD – Information Centre for the Gulf Region in Abu Dhabi, United Arab Emirates, and Director of the German Centre at the German University in Cairo (GUC), Egypt.

Thomas Böhm holds a Master degree in Political and Islamic Sciences from Freie Universität Berlin. He has also studied at Ain Shams University in Cairo, Egypt, and German as a Foreign Language at University of Kassel.

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PROFESSOR DR LARISA CARRERA

*Dean, Faculty of Medical Sciences,
National University of the Littoral,
Argentina*



Professor Dr Larisa Carrera is Professor of Cell Biology, Histology and Medical Embryology (FCM-UNL) and Director and Member of research projects in Diabetes and Medical Education. As President of the Argentine Forum of Public Schools of Medicine (FAFEMP) she is also responsible for the accreditation process of medical career (UNL).

She obtained a Medical Doctor (PhD) and is the Dean of the Faculty of Medical Sciences at the National University of the Littoral (FCM-UNL), Argentina.

Professor Carrera leads projects founded by the Argentine Ministry of Education with universities for Brazil, Mexico and Australia to improve internationalisation, and coordinates the Academic Committee in Primary Health Care (AUGM). She formed a research team and participated in medical conferences, edited several books, and wrote numerous book chapters.

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IRIS DANOWSKI

*Head of Section Latin America,
German Rectors' Conference (HRK),
Germany*



Iris Danowski is Head of Section Latin America within the International Department of the German Rectors' Conference (HRK). She studied Spanish and French Language and Literature and History of Art at the University of Cologne and the University of Seville, Spain.

In 1991, she started her career as ERASMUS Coordinator of the University of Cologne. In 1994, she changed to the German Rectors' Conference as Head of Section for Europe. In the second half of the nineties, she started building up the cooperation with Latin American partners and has been coordinating this field since then.

In recent times, she has been involved in several multilateral cooperation projects with Latin America, such as ALFA PUENTES and HICA. Iris Danowski is a Member of the Steering Committee of the International Deans' Course for Latin America.

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PROFESSOR DR-ING ABEBE DINKU

*Vice-President for Institutional Development,
Addis Ababa University,
Ethiopia*



Professor Dr-Ing Abebe Dinku has been serving since his employment as Professor of Civil Engineering at Addis Ababa University (AAU), in various capacities that include: Assistant Dean of the School of Graduate Studies; Associate Dean and later Dean of the Faculty of Technology; Director for Infrastructure Development; Member of the University Senate; Member and Chairperson of various committees.

Currently he is the Vice-President for Institutional Development of Addis Ababa University. Professor Dinku obtained a Bachelor of Science in Civil Engineering, a Master of Science in Construction Engineering, and a Master of Philosophy in Civil Engineering from Leeds University, UK. Additionally he holds a Doctor of Engineering degree from the University of Stuttgart.

Over the last 10 years, he is actively engaged as a Regional Trainer in higher education management for candidates selected from many African countries together with institutions based in Germany and the Netherlands.

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DR CHRISTOPH EMMINGHAUS

*Managing Director,
Syspons GmbH,
Germany*



Dr Christoph Emminghaus is Founder and Managing Director of the Syspons GmbH in Berlin. Since 1991 he is working in the field of international development cooperation, especially in the area of higher education.

He has long standing experience in and profound knowledge of monitoring and evaluation systems, the conduct of evaluations and the analysis of evaluation functions in different organisations. For example, he was involved in the analyses of the evaluation functions of all German development cooperation organisations on behalf of the German Evaluation Institute.

He has worked for clients such as the European Union, a diverse range of Federal Ministries in Germany, the DAAD, the GIZ and others. Prior to founding Syspons, Christoph Emminghaus worked for Rambøll Management Consulting for more than ten years and has been Lecturer at different universities. He has an academic background in Political Science and owns a PhD from the University of Hamburg.

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PROFESSOR DR MIGUEL ESCALA

*Executive Director,
Institute for University Management and
Leadership (IGLU),
Dominican Republic*



Professor Dr Miguel Escala is Professor at the Technological Institute of Santo Domingo (INTEC) in the Dominican Republic, and the Executive Director of the Institute for University Management and Leadership (IGLU) in Higher Education, a programme of the Inter-American Organisation for Higher Education (IOHE-OUI) that coordinates seven regional centres from Argentina to México.

He received his Doctoral degree and his Master's degree in Higher Education at Penn State University where, in 2007, he received the Alumni Fellow Award. Recently, he accepted to become the Founder Director of a new INTEC journal: Ciencia y Educación (Science and Education).

In 2005, Professor Escala was elected Rector of INTEC, and finished his tenure in 2011. At IGLU, since 2012, he has coordinated the implementation of a blended version of the IGLU course which has formed around eight hundred higher education administrators in Latin America in the past five years.

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DR JENS-PETER GAUL

*Secretary-General,
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Germany*



Dr Jens-Peter Gaul joined the German Rectors' Conference (HRK) in 2016 as Secretary-General. Before joining the HRK, he was Head of the European Liaison Office of German Research Organisations (KoWi) in Bonn and Brussels since 2007.

From 2004 to 2007 he was Director and Head of Perspectives in Research for the Executive Board of the Deutsche Forschungsgemeinschaft (DFG). 1994 he passed his First state law examination at the University of Heidelberg where he was also working as Lecturer and Research Assistant from 1994 to 1997 at the Law Faculty.

From 1997 until 1999 he worked as a Legal Clerkship in Freiburg im Breisgau; 1999 he passed the Second state law examination and received his Doctoral degree in 2000 at the University of Heidelberg.

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MICHAEL HÖRIG

*Head of Section, Development Cooperation:
Partnership Programmes
and Higher Education Management,
German Academic Exchange Service (DAAD),
Germany*



Michael Hörig took up his position as Head of Section Development Cooperation: Partnership Programmes and Higher Education Management at the DAAD headquarters in Bonn in 2015. This section is responsible for university partnership programmes with developing countries and capacity development projects in the field of higher education management. Furthermore, he participates actively in various EU funded projects.

Within the project European Union Support to Higher Education in the ASEAN Region (SHARE), he acts as the Lead Expert on Qualifications Frameworks. From 2011 to 2014 he was Head of Section for West and Central Africa and the Centres of African Excellence.

Before joining the DAAD, he worked as a Programme Manager at the European University Association (EUA) in Brussels, Belgium, where he coordinated various European projects and contributed to policy development for the European Higher Education Area (EHEA). Michael Hörig holds a Master degree in Political Science and International Relations from Ghent University in Belgium.

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FRANCISCO MARMOLEJO

Lead, Global Solutions Group on Tertiary Education, Lead Education Specialist, India, The World Bank Group, USA



Francisco Marmolejo is the World Bank's Lead of its Global Solutions Group on Tertiary Education, and since 2016 has also served as the Lead Education Specialist for India. Before joining the World Bank in 2012, he served for 18 years as founding Executive Director of the Consortium for North American Higher Education Collaboration, based at the University of Arizona (UA), where he also worked as Assistant Vice-President.

Previously, he was an American Council on Education (ACE) Fellow at the University of Massachusetts, and has also served as Vice-President for Administration, and Academic Vice-President at the University of the Americas in Mexico. Francisco Marmolejo has worked as International Consultant at the headquarters of the Organisation for Economic Cooperation and Development (OECD) in Paris, France, and has been part of OECD and World Bank peer review higher education teams worldwide.

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PROFESSOR DR PETER MAYER

Academic Director of the International Deans' Course, Osnabrück University of Applied Sciences (UAS), Germany



Professor Dr Peter Mayer was Resident Representative of the German Friedrich-Ebert-Foundation in Accra, Ghana and Seoul, South Korea, before he became Professor of International Economics at Osnabrück University of Applied Sciences (UAS) in 2001. From 2003 to 2007 he was Dean of the Faculty for Business Management and Social Sciences and Vice-President for International Affairs.

Since 2007 he has been the Academic Director of the International Deans' Course, a DIES programme for Deans from Africa and Asia. From 2006 to 2012 he was Member of the Accreditation Committee for Private Higher Education Institutions of the German Scientific Council and served as referee for various DAAD programmes. Professor Mayer studied Business Administration and Economics at the universities of Frankfurt and Milwaukee and completed his Doctoral degree at the University of Frankfurt.

He has published numerous articles on higher education management and on economic development issues, with a special focus on East Asian affairs.

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DR HO THANH MY PHUONG

*Director, SEAMEO Regional Training Center,
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Ho Thanh My Phuong has been working as an Instructor and Educational Manager in higher education for 30 years and is currently the Director of the SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC).

She is a Visiting Lecturer in the Master's degree programmes offered by Curtin University, Australia; Houston University USC; and the Open University, Ho Chi Minh City, Vietnam. In addition, she is the Chief Investigator in several educational research projects including those that are run in cooperation with foreign institutions.

Dr Phuong holds a Bachelor of Arts in English Teaching from the University of Education in Ho Chi Minh City, and a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) from the University of Canberra, Australia. She earned her Master of Science in Education and her Doctoral degree in Educational Leadership and Management from the University of Southern California, USA.

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PROFESSOR DR STEFANIE SHAMILA PILLAI

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Professor Dr Stefanie Shamila Pillai is currently the Dean of the Faculty of Languages and Linguistics (FLL) at the University of Malaya (UM). Prior to this, she was Deputy Dean (Postgraduate) from 2014, and from 2016 Deputy Director, and then Director of the University's Centre for Industrial Training and Relations.

She began her career as an English language and literature Teacher in a secondary school in Kuala Lumpur upon completing her Bachelor of Education in TESL in the UK. She joined UM as a Language Teacher in 1993, before becoming a Lecturer at FLL. She subsequently completed her Master's degree and then her PhD at UM. Professor Pillai was a recipient of the Commonwealth Split-Site PhD completing her tenure in the UK at the University of Newcastle.

She was also the 2013 Ian Gordon Fellow at the School of Linguistics and Applied Language Studies at the Victoria University of Wellington, New Zealand.

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PROFESSOR DR LAURA RUMBLEY

*Associate Director,
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Professor Dr Laura Rumbley is Associate Director of the Boston College (BC) Center for International Higher Education (CIHE), where she serves as an Assistant Professor of the Practice within the Department of Educational Leadership and Higher Education and coordinates the Master's programme in international higher education.

She was previously Deputy Director of the Academic Cooperation Association (ACA), a Brussels-based think tank focused on issues of internationalisation and innovation in European higher education. She holds a PhD from Boston College in Higher Education Administration, a Master's degree in International and Intercultural Management from the SIT Graduate Institute, and a Bachelor's degree in International Politics from Georgetown University.

Professor Rumbley has (co)authored a wide range of publications, including the foundational document for the 2009 UNESCO World Conference on Higher Education. She is Chair of the Publications Committee for the European Association for International Education (EAIE).

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DR DOROTHEA RÜLAND

*Secretary-General,
German Academic Exchange Service (DAAD),
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Dr Dorothea Rüländ was appointed as Secretary General of the German Academic Exchange Service (DAAD) in 2010. From 2008 until 2010 she was Director of the Center for International Cooperation at Freie Universität Berlin. During her time in DAAD, until 2008, she was responsible for several regions of the world.

1984, after completing her studies in German Literature, History and Musicology and her PhD in German Studies at the University of Freiburg im Breisgau, Dr Dorothea Rüländ held lectureships at universities in Great Britain and Asia.

MARIJKE WAHLERS

*Head of International Department,
German Rectors' Conference (HRK),
Germany*



Marijke Wahlers joined the German Rectors' Conference (HRK) in 2001. Initially, she headed the Section Asia, Australia and Oceania; since 2008 she has been heading the HRK's International Department. As part of her responsibilities with the HRK, she has contributed to the development of the DIES International Deans' Course as well as a number of other DIES initiatives.

Before joining the German Rectors' Conference, she was Head of International Relations at the Furtwangen University of Applied Sciences, and Coordinator for International Relations at the Prefectural University of Kumamoto, and the Kumamoto Prefectural Government Office, Japan.

Marijke Wahlers holds a Master's degree in English Linguistics, Japanese Studies, and Business Studies. She studied at the University of Duisburg-Essen, the University of Washington, as well as at the University of Sheffield and Sheffield Hallam University, UK.

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DR JAN-MARTIN WIARDA

*Science and Education Journalist,
Germany*



Dr Jan-Martin Wiarda is a Science and Education Journalist and Moderator. He has been Head of Communications of the Helmholtz Association of German Research Centres, and, prior to that position, Editor-Reporter at DIE ZEIT, Germany's most influential weekly newspaper, where he reported on higher education issues, school policy and research.

He is a graduate of the University of North Carolina at Chapel Hill, USA, and also attended both the University of Munich and the German School for Journalists (Deutsche Journalistenschule). In 2016 he earned a Doctoral degree at Humboldt-Universität zu Berlin.

He has won a number of prestigious awards, most recently the Kausa Media Award, and is author for, among other media outlets, DIE ZEIT, Spiegel Online and Brand Eins. His blog on science and education policy is being well received in the expert community.

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MARC WILDE

Senior Expert, Development Cooperation and Transregional Programmes, German Academic Exchange Service (DAAD), Germany



Marc Wilde is Senior Expert of the German Academic Exchange Service (DAAD) and is responsible for the overall coordination of capacity development programmes in the field of higher education management for developing countries. He holds a Master's degree in Philosophy from University of Bonn, furthermore he has earned a MBA in the field of Higher Education Management at Osnabrück University of Applied Sciences (UAS) in 2011.

Marc Wilde has been engaged in the field of development cooperation at the DAAD's headquarter in Bonn since 2002. From 2010 until 2014 he was Head of the Section Joint Higher Education Management Programmes (DIES).

Prior to his work in the DIES section he was assigned as DAAD Programme Manager for consultancy projects on behalf of international donor organisations, such as the European Union or the World Bank.

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TOBIAS WOLF

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Tobias Wolf is Senior Desk Officer at the Development Cooperation: Partnership Programmes and Higher Education Management Section of the German Academic Exchange Service (DAAD).

He is responsible for the development and coordination of international DIES training courses in the field of higher education management for developing countries. He joined the DAAD in 2002, initially working at the National Agency for EU Higher Education Cooperation. Prior to his current position he was assigned as DAAD Programme Manager for projects aiming at the internationalisation of PhD programmes in Germany.

Tobias Wolf holds a Master's degree in Spanish and Latin American Studies from Bielefeld University. One year of his studies he spent at Cádiz University in Spain.

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*Executive Director,
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Frank Ziegele is Executive Director of the Centre for Higher Education (CHE) in Gütersloh, and Professor for Higher Education and Research Management at Osnabrück University of Applied Sciences (UAS).

He has worked in the context of African higher education since 10 years, for instance as Trainer and Designer of the International Deans' Course, the UNILEAD course and the GIZ leadership training for Ethiopian university leaders. He trained university staff in Kenya, Ethiopia, Ghana, Sudan, Nigeria, Namibia and South Africa, and is a Member of the Editorial Board of the journals "Wissenschaftsmanagement" and "Application-Oriented Higher Education Research" or the Executive Board of the German Society for Higher Education Research.

At UAS Osnabrück, he leads the national MBA programme for higher education management and the international Erasmus Mundus Master programme for research and innovation in higher education.

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DIES TRAINING COURSES: OVERVIEW

DIES Training Courses foster the competencies of academic leadership staff and contribute to the enhancement of institutional management at universities in developing countries.

They offer modular, practice-oriented training opportunities for management-level professionals from universities in developing countries. The training offers are based on a blended-learning approach.

DIES training courses have been created in response to specific tasks faced by university faculty members at various levels of the organisation. These range from human resource, research and financial management to quality assurance and applying for external funds. Participants in all DIES training courses are assisted by experienced international trainer teams in implementing practical changes at their home institutions.

www.daad.de/dies-training



International Deans' Course (IDC)

The International Deans' Course (IDC) is designed for newly elected deans and vice-deans from Africa, Southeast Asia and Latin America. It deals with the various dimensions of faculty management such as financial management, quality assurance, leadership – supplemented with practice-oriented modules on project management and soft skills. As the course progresses, participants develop personal action plans which they then use to implement individual reform projects at their home universities. The individual plans are presented and discussed among experts and peers during the subsequent presence phase(s).

Cooperation partners for the IDCs Africa and Southeast Asia are the Osnabrück University of Applied Sciences, the Centre for Higher Education (CHE) and the Alexander von Humboldt Foundation (AvH).

The IDC Latin America is jointly implemented by the Saarland University and the University of Alicante, Spain.



University Leadership and Management Training Programme (UNILEAD)

The supra-regional University Leadership and Management Training Programme (UNILEAD) is open to young management-level professionals from universities in Africa, Latin America and Southeast Asia. The majority of participants work as coordinators of central university administration units, in areas such as quality assurance, human resource management, controlling or international affairs. UNILEAD includes three modules on project management, finances and investment and human resource management. An online-based learning platform provides preparation and follow-up for the topics and offers the opportunity to receive feedback from mentors and exchange thoughts with fellow participants. In between the contact phases of the course, participants carry out individual projects at their home universities to directly apply what they have learnt to practice.

In UNILEAD, the University of Oldenburg is the cooperation partner.

Furthermore, the University of Oldenburg, together with different international partners, offers specially focused regional UNILEAD courses in Africa, Latin America and Southeast Asia.

Proposal Writing for Research Grants (PROGRANT)

The aim of Proposal Writing for Research Grants (ProGRANT) is to enable young academics from Africa, Latin America and Southeast Asia to develop proposal writing skills according to international standards and to design, write and budget a promising proposal for national and international research funding. ProGRANT is structured in three modules: two seminar modules and a trainer guided e-learning module.

The trainer teams consist of German and regional experts. Grant writing experts share their knowledge in the field of research funding, subject-specific trainers provide expertise on the nuances and details of their particular field. The courses are offered in English, Spanish, and French depending on the location.

The courses are organised and conducted by the University of Cologne in close cooperation with ProWiss (Consulting Services for Researchers).



Management of Internationalisation (MOI)

The DIES training course Management of Internationalisation (MOI) by the Leibniz Universität Hannover supports participants from Africa, Asia and Latin America in professionalising the management of the central tasks of their international offices.

The main topics of this tripartite course are internationalisation, strategic management, managing partnerships, incoming and outgoing student and researcher mobility as well as consulting and marketing.

Each module offers a balance between conceptual learning and practice oriented training, management skills as well as soft skills.

The DIES training course Management of Internationalisation was designed for heads of international offices and university managers who are responsible for coordinating international activities for their universities.

The MOI course is organised by the Leibniz Universität Hannover and implemented together with the University of Guanajuato (Mexico), Manipal University (India) and Jomo Kenyatta University of Agriculture and Technology (Kenya).

National Multiplication Trainings (NMT)

This DIES programme supports multi-part continuing education courses, so-called National Multiplication Trainings (NMT). They focus on the various subjects of university management, such as project management, finance and staff coordination, research management, quality assurance and internationalisation.

DIES alumni can apply for funding to implement NMT initiatives in Africa, Latin America and Southeast Asia. By acting as multipliers for the knowledge and skills gained during their own training, the NMT coordinators play an invaluable role for the sustainability and reach of the DIES training activities.

The University of Potsdam is responsible for the administration of the NMT projects selected for funding in 2017/2018.

HOW CAN DIES STRENGTHEN UNIVERSITIES IN DEVELOPMENT COUNTRIES?



Dr Arbelio Pentón Madrigal

Dean, Faculty of Physics, University of La Habana, Cuba

DAAD / HRK / DIES should continue supporting the current trends of the higher education system in the world, which are characterised through the mobility of students, professors, researchers and authorities, as well as a research model based on cooperation, networking and open systems for the knowledge management. In this context, the academic interchange oriented to the graduate study phase is very important. Graduate students should be prepared for an effective performance in an interdependent world as professionals with a humanistic, versatile and dynamic education, with self-learning skills, and committed with worldwide problems and to appreciate and value the cultural diversity.



Professor Dr Larisa Carrera

Dean, Faculty of Medical Sciences, National University of the Littoral, Argentina

International cooperation plays a key role in strengthening Latin American society. To 100 years of the University Reform of 1918 we see a new stage in our universities: international scientific-technological associative cooperation for innovation, sustainable development and social inclusion. There are new challenges: the transfer, the opening of joint research programmes, the strengthening of human resources with quality local postgraduates, the progress in the recognition of accredited degree programmes, as well as the possibility of doctoral and postdoctoral training abroad, publications and participation in international knowledge production networks.



Professor Dr Ong Duu Sheng

Faculty of Engineering, Multimedia University, Cyberjaya, Malaysia

Universities in developing countries are agents to nurture leaders and produce the most valuable asset of the country – the human resources. Without clear missions, universities may pursue success based on popular measures like the ranking / rating systems, thus neglect the calling of the nation. The various dialogues, training courses, partnerships and projects by DAAD / HRK / DIES over the past decades have successfully made a respectable mark on the SEA higher education landscape. The network of DIES / DAAD alumni may play a key role in strengthening higher education institutions via cooperation among the universities which is in line with aspiration towards the ASEAN community. It is timely for DAAD / HRK / DIES to support university top leadership programmes to focus on the unique mission of respective university and create synergy among the universities in this region.

Professor Dr-Ing Abebe Dinku

Vice-President for Institutional Development, Addis Ababa University, Ethiopia

Unlike the developed countries, majority of developing nations have a very young population. For instance, in my country Ethiopia fifty percent of the total population is under the age of fifteen years. This fact suggests that developing nations should strategically plan their entire academic programmes to produce knowledgeable and productive citizens that competently respond to the current global demand objectively. Towards this endeavour, the contribution of developed nations needs to be substantially enhanced so that the young population remain engaged in its own country. Short of that social, political and economic stability cannot be maintained and may lead to environmental degradation which ultimately results in massive exodus in search of better living conditions. Like in the past years, DAAD / HRK / AVH have to continue supporting universities in developing nations in many ways that include but not limited to: providing need based training, promote joint collaborative research undertakings, and sponsor capacity building initiatives so that quicker technology transfer is made possible.



Professor Dr Christine A. Onyango

Deputy Vice-Chancellor, Academic, Research and Outreach, Taita Taveta University, Kenya

Management and coordination of several academic functions in higher education institutions (HEIs) in developing countries is often allocated to academic staff upon attainment of their PhDs, a minimum requirement for teaching in most HEIs. The staff concentrate on disciplinary expertise and developing scholarly capacity. They limit interactions to faculty and students; pursuing publications, postgraduate supervision and attending conferences. Lacking knowledge and skills to manage teaching, research, developing programmes, examination processes, quality assurance among others, they need leadership and management training to achieve requisite performance targets. DAAD / HRK / DIES have experience in management and leadership of all aspects of HEIs. Their resources and strong networks, enable facilitating specialized training; bridging gaps thus enhancing performance of individuals and institutions in a changing world.



Supra Wimbarti

Dean, Faculty of Psychology, Gadjah Mada University, Indonesia

DAAD / HRK / DIES have been contributing so much to the development of higher education in the developing countries in the last 30 years through various programmes and targets. In the future, beside continuing the existing programmes, DAAD / HRK / DIES should also gear the collaborations with more specialised kind of higher education, for example: politechnic (vocational) or higher educations that has the basis of religion (eg.: Islamic Universities in Indonesia). That way there will be more understanding in parts of the worlds through higher education.



HOW DO CAPACITY BUILDING AND PARTNERSHIP INITIATIVES CONTRIBUTE TO HIGHER EDUCATION DEVELOPMENT IN THE PARTNER REGIONS?



Michael Hörig

Head of Section, Development Cooperation, German Academic Exchange Service (DAAD), Germany

The key developmental role of higher education is increasingly being recognised. However, universities in many developing countries are far from taking up this central role. Reasons are underfunding, management deficits and an uncontrolled expansion of the higher education system. On their own, capacity building and partnership initiatives are unable to solve the problems of universities. This is the responsibility of the respective governments and the higher education institutions. But international partnerships can complement their work, especially where there is a high demand (curriculum reform, management training) and an interest to set a standard for relevant, internationally networked teaching and research.



Professor Dr Frank Ziegele

Executive Director, Centre for Higher Education (CHE), Germany

Academics often stumble into higher education management (HEM) and leadership positions without having been trained for these tasks, and without knowledge about useful tools and processes. Capacity building and partnership initiatives offer a remedy to these issues: Participants are exposed to up-to-date knowledge and good practices in HEM. They engage in intensive peer learning and build problem-solving networks. They take the chance to reflect on their practices, supported by peers whose comments may serve as "eye-openers". Changes of mind-sets could be observed, for instance building an entrepreneurial spirit ("I tried to change things, I got support, and it worked!"). Capacity building efforts help higher education leaders to find pragmatic ways to move forward, even if rigid state regulations require reforms in small steps.



Professor Dr Peter Mayer

Academic Director of the International Deans' Course, Osnabrück University of Applied Sciences (UAS), Germany

When participants of capacity building initiatives talk with peers who hold similar positions, be it in other faculties, other types of universities or other countries, they realise that leaders in higher education face similar problems, and indeed need similar skills and techniques to respond to them. The intensive interaction which is part and parcel of many formats creates a community of practice, which provides for a unique possibility to openly talk about challenges and create confidence that problems are there to be solved.

Marijke Wahlers

Head of International Department, German Rectors' Conference (HRK), Germany

The challenges universities around the globe are confronted with are largely similar, despite extremely diverging framework conditions: The massification of higher education, combined with the emergence of a global knowledge economy, impacts on universities worldwide. The exchange of good practice and a collaborative approach to the training of management skills and competencies lead to enhanced governance structures and processes at universities in the partner regions. What is more, lasting partnerships and even friendships are being built, creating sustainable networks for the future.



Astrid Grunack

Section Middle East, Humboldt Foundation (AvH), Germany

From the experience of the Humboldt Foundation, capacity building for higher education management as provided through the DEANS' course is crucial for improving quality of research and teaching at universities in the partner regions. In fact, training university managers is the basis securing that the best decisions regarding research infrastructure, curricula and research funding can be taken. The true added value of this capacity building can hardly be overestimated. In various countries, Humboldt alumni started to share the knowledge acquired in International Deans' Courses with colleagues who did not have the privilege to participate and thus contribute to an ongoing development process.



“HIGHER EDUCATION MANAGEMENT TRAINING SCHEMES IN THE FIELD OF DEVELOPMENT COOPERATION” – A STUDY BY BOSTON COLLEGE

On the occasion of the tenth anniversary of the initiation of the International Deans' Course, DAAD and HRK have commissioned the Boston College Center for International Higher Education, USA, to conduct a study on the state of play with regard to higher education management training schemes worldwide.

The study aims at gaining a better understanding of:

- > major players around the world that are active in higher education management training in the field of international development cooperation;
- > the different kinds of management training schemes being offered and the effectiveness and impact of these programmes; and
- > the major challenges and opportunities ahead for higher education training for international development cooperation.

The study produced two key outputs: a global inventory of training programmes, and a set of findings providing deeper insight into the complexity of profiles and activities demonstrated by a select subset of the training providers identified in the inventory exercise.

For further information please refer to:

<http://www.bc.edu/bc-web/schools/lsoe/sites/cihe/research-resources/management-training-schemes.html>

Key findings

- > **Broadly speaking, this is a global phenomenon.** The provision of higher education training schemes in relation to development cooperation touches most world regions in some fashion, whether in terms of being a region of origin for funders or providers, a region of focus for the offer of trainings, or both. Notably absent in this analysis are Central Asia and the Middle East.
- > **This is an emerging phenomenon.** A significant number of the programmes identified by this study's inventory exercise register initiation dates after 2000.
- > **This is a relatively small-scale phenomenon.** Despite the growing interest in, and offer of, higher education management training in connection with development cooperation, it appears there is a disperse offering, with many programmes involving relatively small numbers of individuals per training.
- > **This is a diverse phenomenon.** There is notable variation in terms of the topics and themes that different programmes and providers choose to focus on, the target populations and “clientele” they aim to serve, the approaches they take to programme design, and the modalities they embrace for programme delivery.
- > **This is a complex phenomenon.** There are a multitude of different kinds of actors working in this space. Furthermore, many individual programmes feature multi-layered arrangements, in which a number of different actors are involved and play one or more roles in relation to the overall initiative.

Major players in higher education management training schemes for development cooperation – a diverse and global picture

- > In terms of the **clientele**, the majority of programmes seem to be targeted at either senior leadership or middle and upper-middle level managers and administrators. A smaller subset of programmes has an overt focus on particular populations, for example women or younger academics and emerging leaders.
- > The **duration** of the programmes on offer can vary from several days to several weeks to several months; it is unusual, though not unknown, for training programmes to last for one year or more.
- > Many different variations are reported by the major player programmes in terms of programme **design and delivery**. Frequently, an individual programme leverages several different approaches to deliver content and facilitate the training experience. Commonly reported formats include workshops, conferences, seminars, and lectures. Both face-to-face and online delivery are also commonly employed. Trainings may be **standardised or customized**; many are **supply-driven**, some are more **demand-driven**, while others combine both elements.
- > Common training topics include leadership development, strategic planning, gender equity, change agency, institutional and system governance, quality assurance, fundraising, management of research and innovation, university-industry linkages, university-community/society linkages, and internationalisation and global engagement.

Key challenges for training providers

- > Improving programme evaluation efforts with respect to short-term effects and long-term impact;
- > Ensuring training provision keeps up with the rapid pace of change in higher education around the world;
- > Identifying trainers who are knowledgeable about specific institutional, regional, and national contexts; and
- > Identifying and effectively engaging new or underserved populations in need of higher education management capacity-building (for example, women).

Fundamental considerations for the future strategic development

- > **Scaling up and diversifying.** There is considerable demand for management training, yet the existing offer of expertise appears to be dispersed, uncoordinated, territorial, and insufficient. Training providers must consider innovative approaches to leveraging technological tools, expanding their base of trainers, and collaborating with key partners to extend their reach.
- > **Providing evidence of impact.** For example, tracking of participant trajectories needs to be improved and systematised, and the cost of maintaining tracer systems and regular contact with alumni needs to be a standard part of operating budgets.
- > **Searching for funding.** In a context of limited funds and great need, finding innovative funding sources will remain an ongoing concern. Collaboration among training providers and expansion into new content areas or clientele groups (such as the private higher education sector) may prove fruitful.





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Dialogue on Innovative Higher Education Strategies

DIES – a Joint Programme of the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK)

DAAD

The German Academic Exchange Service is the world's largest organisation for the funding of international student and scholar exchange. It is a registered organisation with the German institutions of higher education and student bodies as members.

The DAAD awards scholarships, supports the internationalisation of German universities, promotes German studies and the German language abroad, assists developing countries in establishing more effective higher education systems and advises decision-makers on cultural, educational, and development policy issues.

HRK

The German Rectors' Conference (HRK) is the association of state and state-recognised universities in Germany. The HRK currently has 268 member institutions, in which around 94 per cent of all students in Germany are enrolled.

The HRK functions as the voice of the universities in dialogue with politicians and the public and as the central forum for opinion-forming in the higher education sector.

The HRK cooperates with universities and corresponding organisations all over the world. Its aim is to represent the interest of German universities at an international level and to support German universities in their internationalisation process.

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