

Dutch approach to development cooperation programmes in higher education

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The logo for Nuffic, consisting of the word "nuffic" in a white, lowercase, serif font, centered within two adjacent orange squares.

Netherlands organisation
for international cooperation
in higher education

Change of policies (2001-2002)

- The Netherlands had a university partnership programme until 2002 (Joint Financing Programme in Higher Education – MHO)
- 2002 – seven existing programmes were terminated and replaced by two programmes (NFP and NPT)
- Major policy shifts: the new programmes should demonstrate:
 - Demand drivenness from a Southern perspective
 - Ownership in the South
 - Alingment to partner country priorities
 - Support to Dutch bilateral aid objectives in partner countries
- Programmes were to be administered by an independent intermediary organization
- Matching demand and supply would be determined by quantitative demand (Netherlands Fellowship Programmes) and through a public tender procedure (NPT and NICHE programmes)

- To tender, or not so tender.....?



In short: the new programmes had a business approach and contribution to development in the South became the overriding objective

Dutch cooperation programmes administered by Nuffic:

- **NFP (Netherlands Fellowship Programmes)**
61 countries – mid-career professionals
PhD, Master Degree, Short Courses and ‘Refresher Courses’
Budget in 2010: Euro ; 2275 fellowships
- **NPT (Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity)**
2002-2012; 14 countries; 175 projects; Euro 267 million
- **NICHE (Netherlands Initiative for Capacity building in Higher Education)**
2009-2012; 16 countries (to date); 87 projects (to date); Euro 150 million (?)

Target organizations:

Education institutions for post-secondary education, Ministries, National Commissions, councils, branch organisations, NGOs, Private sector organisations

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Examples of management support projects in the NPT programme

Ethiopia

- **Development of Leadership and Management Capacity in Higher Education**
 - *Ethiopian requesting organisation: Ministry of Education Ethiopia (MOE)*
 - *Dutch lead provider: Vrije Universiteit Amsterdam*
- This project aimed to contribute to the development of the required leadership and management qualities in the Higher Education Institutions (HEIs) to enable them to adequately respond to new circumstances and changes.
- Planned results:
 - Training needs assessments
 - Specific training for of top level management of HEI, senior staff of MoE and directors of national supporting organisations
 - Techniques related to drafting of funding proposals

Related NPT projects in Ethiopia:

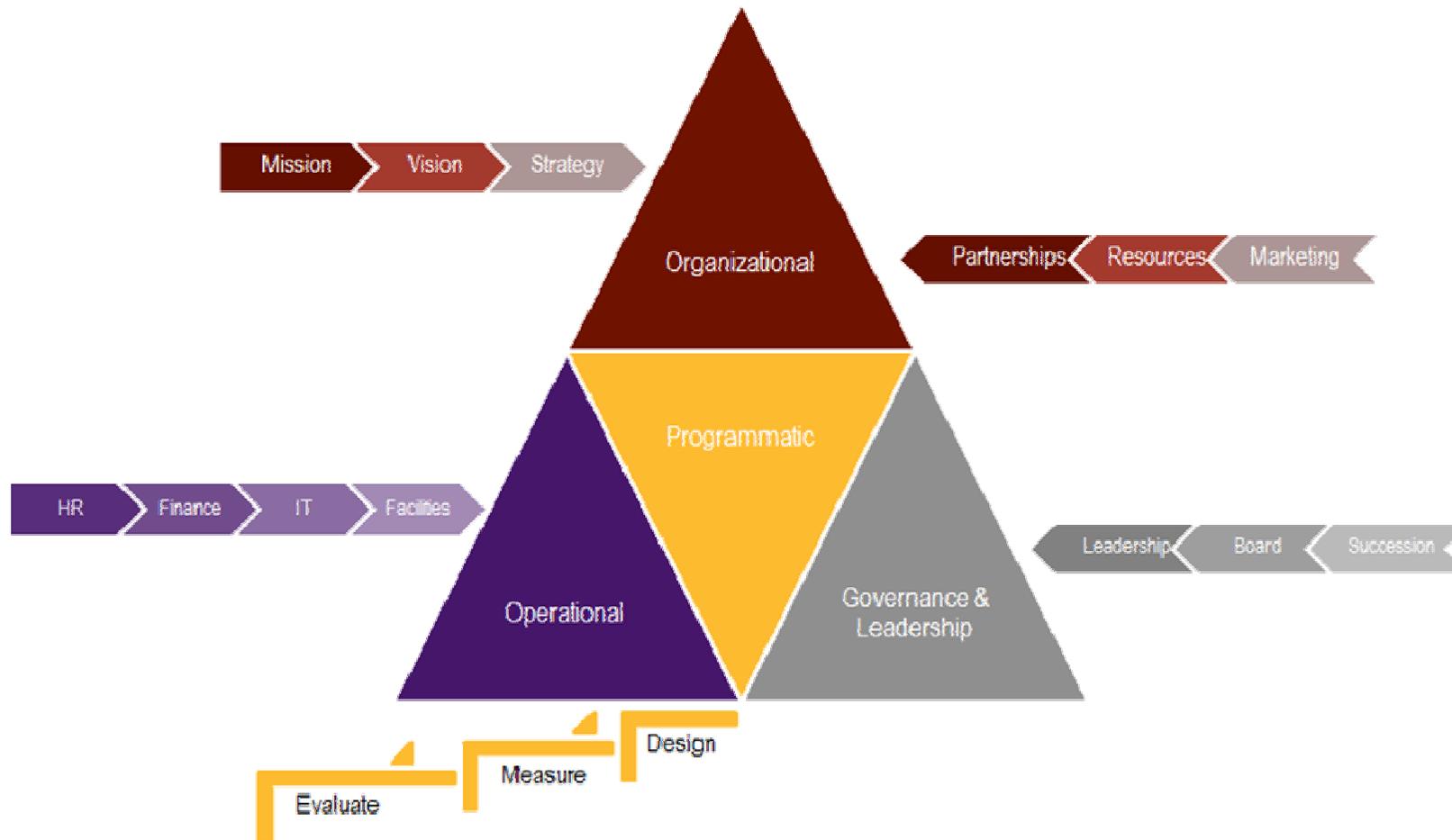
- **Strengthening the Ethiopian Higher Education Relevance and Quality Assurance System**
 - *Higher Education Relevance and Quality Agency (HERQA)*
 - *Vrije Universiteit Amsterdam*
- **Towards the Establishment of the Ethiopian Higher Education Strategy Institute (EHESI)**
 - *Ministry of Education Ethiopia (MOE)*
 - *Universiteit Twente*
- **Enhancing the capacity for technical maintenance and assisting the development and improvement of ICT policies and guidelines (9 universities).**
 - *Ministry of Education Ethiopia (MOE)*
 - *Vrije Universiteit Amsterdam*

Indonesia

- **Strengthening Institutional Management of Syiah Kuala University (SIM-SKU)**
 - *Indonesian requesting organisation: Syiah Kuala University*
 - *Dutch lead provider: BMB Mott MacDonald (Consultancy firm)*
- The project aims at improving performance in governance, human resources management, physical resources (facilities and assets) management, financial management, management information systems and monitoring and evaluation at all (management) levels.
- Six components:
 1. *Development of a Governance Structure for an Autonomous University.*
 2. *Strengthening the Human Resource Management System.*
 3. *Strengthening the Financial Management System.*
 4. *Strengthening the Facility and Asset Management System.*
 5. *Strengthening the Management Information System.*
 6. *Strengthening the Monitoring & Evaluation Management System.*

Implementation characteristics

- Nuffic has the lead in the **identification** of needs in partner countries and the **selection** of organisations in consultation with local authorities and the Netherlands' Embassy.
- Nuffic contracts **local consultants** to assist the requesting organisations in drafting a project outline.
- Nuffic prepares a tender document and advertises the project outline in a **public tender procedure**.
- Interested Dutch organisations can submit a bid (proposal)
- The **Tender Evaluation Committee** consists of three members:
 - A representative of the requesting organisation
 - An independent expert (chair person)
 - A Nuffic programme officer (Secretary)
- Nuffic decides on the basis of an **Organizational Capacity Assessment** how the financial administration of the project will be organized.



Typical NPT/NICHE projects

- System projects:
 - *Training of internal evaluators for the implementation of the Higher Education Quality Assurance Framework (CNAQ) - Mozambique*
- Academic projects:
 - *Incubation and curriculum innovation in the Faculty of Economic Science and Information Technology (NW University) – South Africa*
- TVET projects:
 - *Strengthening the Workforce Development Agency (WDA) and support the establishment of an integrated TVET system in Rwanda*
- Governance projects:
 - *University leadership and management capacity development project - Ethiopia*
- Research projects:
 - *Strengthening research capacity in Yemen's water sector for policy formulation, education and awareness raising - Yemen*

How to explain the differences between DIES and NPT/NICHE programmes?

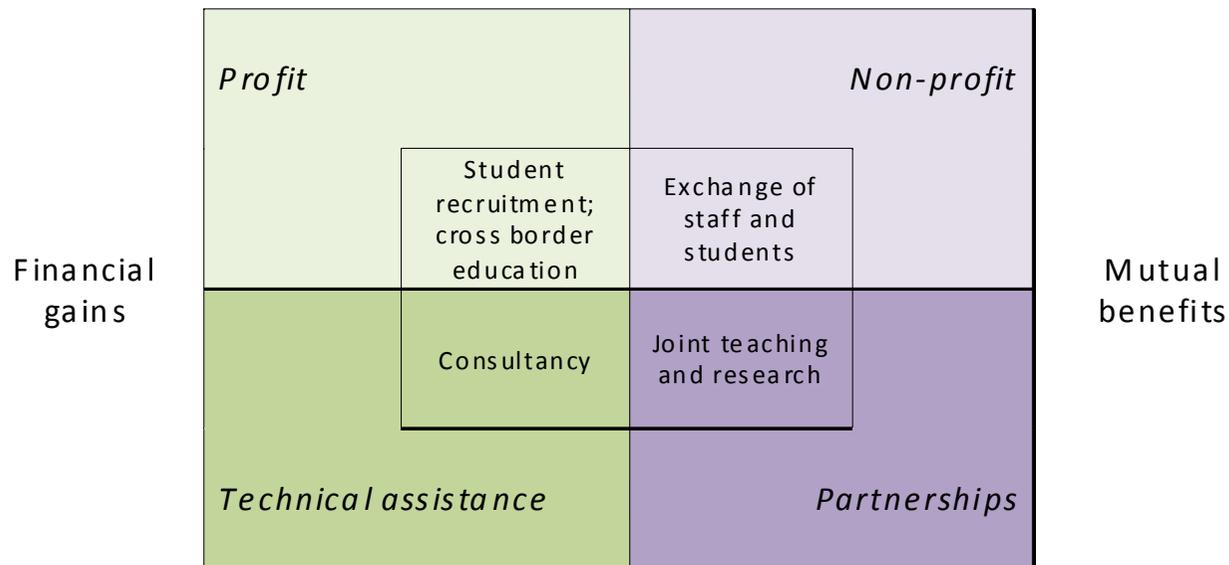


The dimensions/interests of international cooperation in higher education*

Competition

Exchange

Internationalization

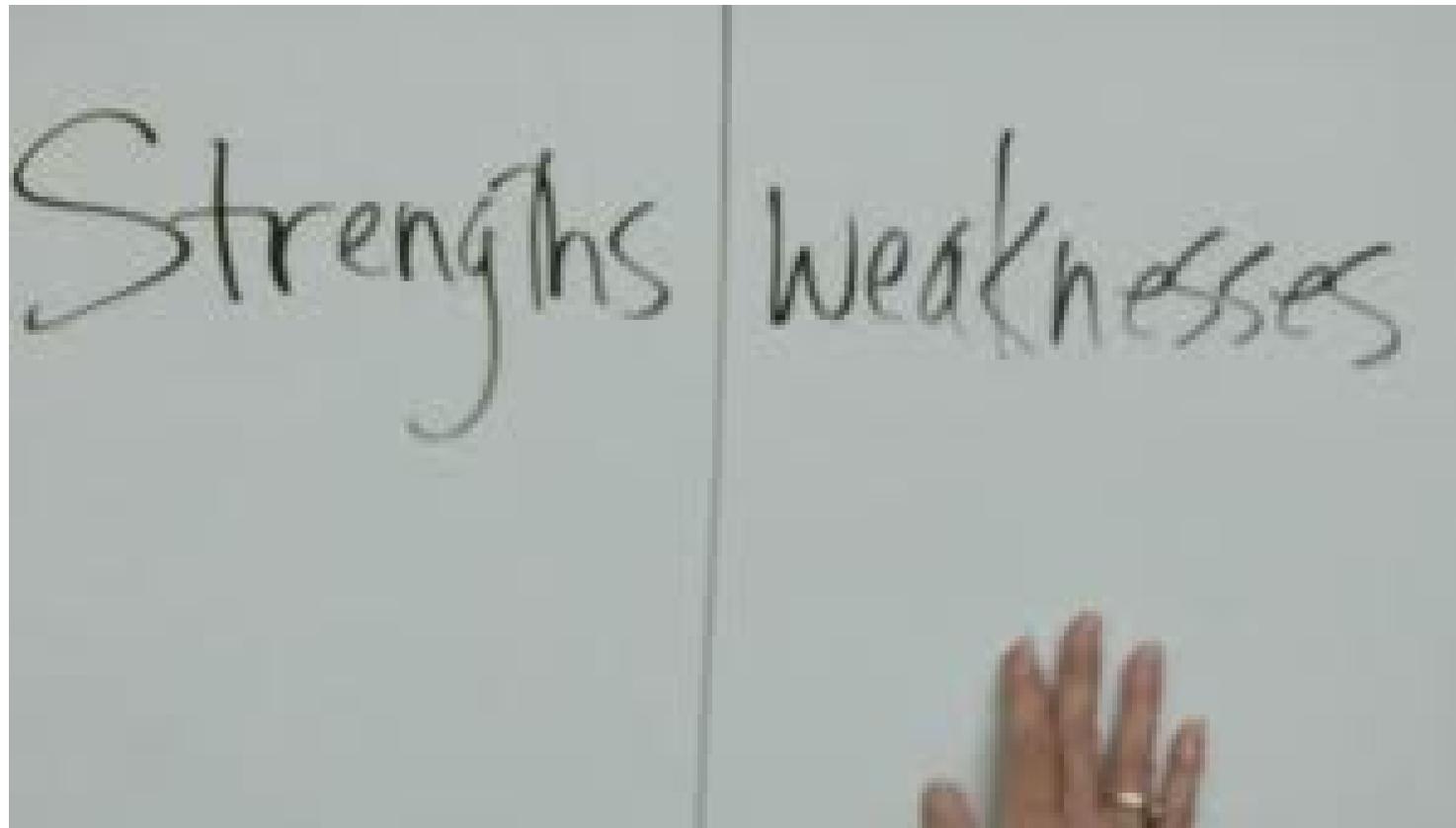


Development cooperation

Service provision

Collaboration

* Taken from Ad Boeren, 2010, Scylla and Charybdis – navigating between internationalization and development cooperation in higher education. In: EUA/ACA/Raabe Internationalisation Handbook, November 2010 Issue. In: EUA/ACA/Raabe Internationalisation Handbook, November 2010 Issue.



NPT/NICHE

- Identification process creates visibility and ownership (+)
- A coherent set of projects can make a difference in a sector (+)
- Southern organisations appreciate matching procedure (+)
- Outcome focus (+)
- Weaker organizations need assistance in formulating project outlines (+/-)
- Dutch universities regret the small number of truly academic cooperation projects (+/-)
- Dutch organisations dispute the effectiveness of the identification process (i.e. they are not involved in the formulation of the initial project outline) (+/-)
- Dutch inputs are fully reimbursed (+/-)
- A broader range of Dutch expertise participates in the programme (+)
- Sustainability (?)

DIES partnerships

- Commitment from collaborating partners (+)
- Mutual benefits approach (+)
- Co-funding of project activities (+)
- Partnership horizon (+)
- Straightforward application and selection process (+)
- Narrow focus (+/-)
- Ownership of the programme (+/-)
- Development relevance (?)
- Development impact (?)
- Implementation efficiency (+)
- Development efficiency (?)
- Sustainability of the partnership(?)

- Congratulations on this occasion from Nuffic.
- Maybe we should explore a partnership between DIES and the Nuffic programmes?
- Thank you for your attention!

