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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
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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
Enrolment deficits in African states (primary schools, 2005)

- Ethiopia
- Tanzania
- Sudan
- Ghana
- Kenya
- Cameroon
- Zambia
- Benin

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.

The Education Performance Index (EPI)

- **Variables**
  - CR completion rate
  - NER net enrolment rate (boys/girls)

- **Index**
  \[
  \text{EPI} = \left\{ \frac{1}{3} \left[ (100 - \text{NER})^3 + (100 - \frac{\text{NER}_{\text{for girls}}}{\text{NER}_{\text{for boys}}})^3 + (100 - \text{CR}^3) \right] \right\}^{1/3}
  \]

- **Examples:**
  - China (14)
  - Zambia (52)

<table>
<thead>
<tr>
<th>EPI</th>
<th>NER</th>
<th>100-NER</th>
<th>CR</th>
<th>100-CR</th>
<th>M/NER</th>
<th>F/NER</th>
<th>F/M</th>
<th>100-f/m</th>
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<tbody>
<tr>
<td>5.7</td>
<td>96</td>
<td>4</td>
<td>92</td>
<td>8</td>
<td>97</td>
<td>95</td>
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<td>2</td>
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<tr>
<td>22</td>
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<td>31</td>
<td>92</td>
<td>8</td>
<td>70</td>
<td>68</td>
<td>97</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: Watkins 2000: 347, 348*
Countries with higher EPI rank than income rank

Source: Watkins 2000:

Cross-border Education on four Continents – Lessons to be Learnt
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.

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”.


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

<table>
<thead>
<tr>
<th>Model / criterion</th>
<th>No partner</th>
<th>Minor partner</th>
<th>Equal partner</th>
<th>Major partner</th>
<th>Partner network</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Single”</td>
<td>“Small brother”</td>
<td>“Brother”</td>
<td>“Big brother”</td>
<td>“Family”</td>
</tr>
</tbody>
</table>

[Table continued]
SPRING

4. The SPRING Programme

- SPRING – Spatial Planning for Regions in Growing 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

- Interdisciplinarity: 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
# Growth of the SPRING network

<table>
<thead>
<tr>
<th>Year / Partner</th>
<th>1984</th>
<th>1985</th>
<th>1995</th>
<th>2002</th>
<th>2005</th>
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<tbody>
<tr>
<td>DO</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kumasi</td>
<td></td>
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<td></td>
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<tr>
<td>(Bangkok)</td>
<td></td>
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</tr>
<tr>
<td>Manila</td>
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<tr>
<td>Dar</td>
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<tr>
<td>Chile</td>
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</tbody>
</table>
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)
2nd year curriculum in Kumasi

Spatial Statistics +
Planning Surveys and Research Methodology +

Optional seminars:
- Governance of Development
- Political Economy of Development
- Sociology of Development

Development Workshop

Master's Thesis
Course structure (Dortmund – Manila)

**SPRING Year I**
Universität Dortmund

- **German Language Course**
  - September

- **Course Programme in 3 main stages: Analysis, Planning, Implementation**
  - October - June

- **Research Paper**
  - July/August

**SPRING Year II**
School of Urban and Regional Planning, University of the Philippines, Diliman, Quezon City

- **District Development Planning, Field Studies, Workshops, Seminars**
  - October - December

- **Field-studies related to Master Thesis**
  - January - June

- **Master Thesis**
  - July - September
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
A Workshop of the Philippine Alumni Association
## Programme Budget

**Budget** (2004, SPRING Dortmund): 750,000 Euro

<table>
<thead>
<tr>
<th></th>
<th>Universität Dortmund</th>
<th>Partner univers.</th>
<th>DAAD</th>
<th>Other organis.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>(✓)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
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<td>(✓)</td>
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<tr>
<td>Co-operation, co-ordination</td>
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<td>✓</td>
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<td>Percentage</td>
<td>50</td>
<td>3</td>
<td>31</td>
<td>8</td>
<td>8</td>
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</table>
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

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<tr>
<td>Enabling</td>
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<td></td>
<td>high</td>
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<td>highest</td>
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<tr>
<td>Exposure</td>
<td>highest</td>
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<td></td>
<td>high</td>
<td></td>
</tr>
<tr>
<td>Return rate</td>
<td>lower</td>
<td>lower</td>
<td>high</td>
<td>high</td>
<td>high</td>
</tr>
<tr>
<td>Costs</td>
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<td>high</td>
<td>lower</td>
<td>low</td>
<td>lower</td>
</tr>
</tbody>
</table>
Challenges of a joint programme

• Scale economies: share of students by partner
  – 1st year at partner  
    • Quality control  
      – 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
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