Higher Education Management Training Schemes in the Field of Development Cooperation:

Results of a DIES Study
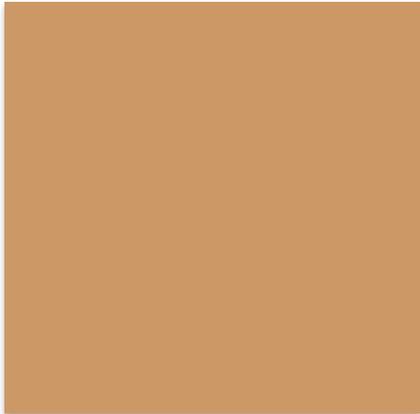
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Boston College Center for International Higher Education (CIHE)

"Strengthening the Role of Universities in Developing Countries
The Contribution of Leadership Capacity Building Initiatives"
Berlin - 28 November 2017
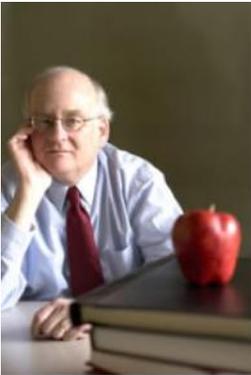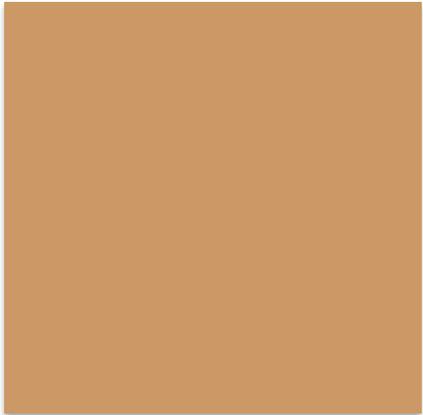
Agenda

- A word about CIHE

- Determining the "state of play"…

    o Where did we begin?

    o Where did we end up?

    o What did we learn?

    o Where might we go from here?

Boston College
Center for International Higher Education (CIHE)

- Founded in 1995

- Dedicated to advancing knowledge about the complex realities of higher education in the contemporary world

- Promotes the belief that an international perspective is needed to foster enlightened policies and practices in higher education

- Research, publications, education, and training

Boston College
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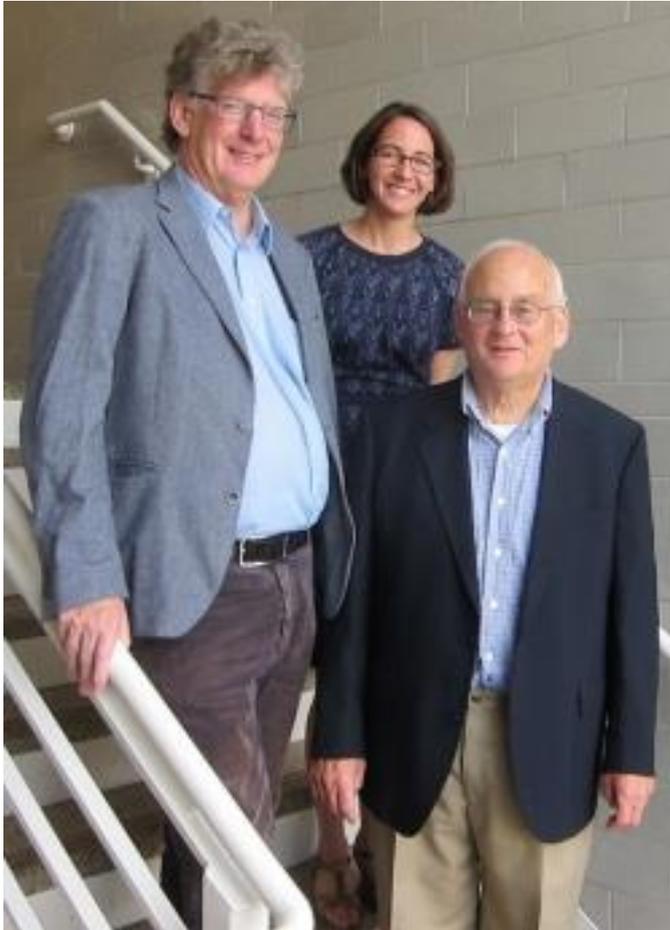
- Comparative perspectives

- Critical perspectives

- Scholarly perspectives

- Practical perspectives

- "Crowd-sourcing" (networking)

Highly differentiated, complex, unequal global landscape

Source: http://www.worldmapper.org/display.php?selected=211
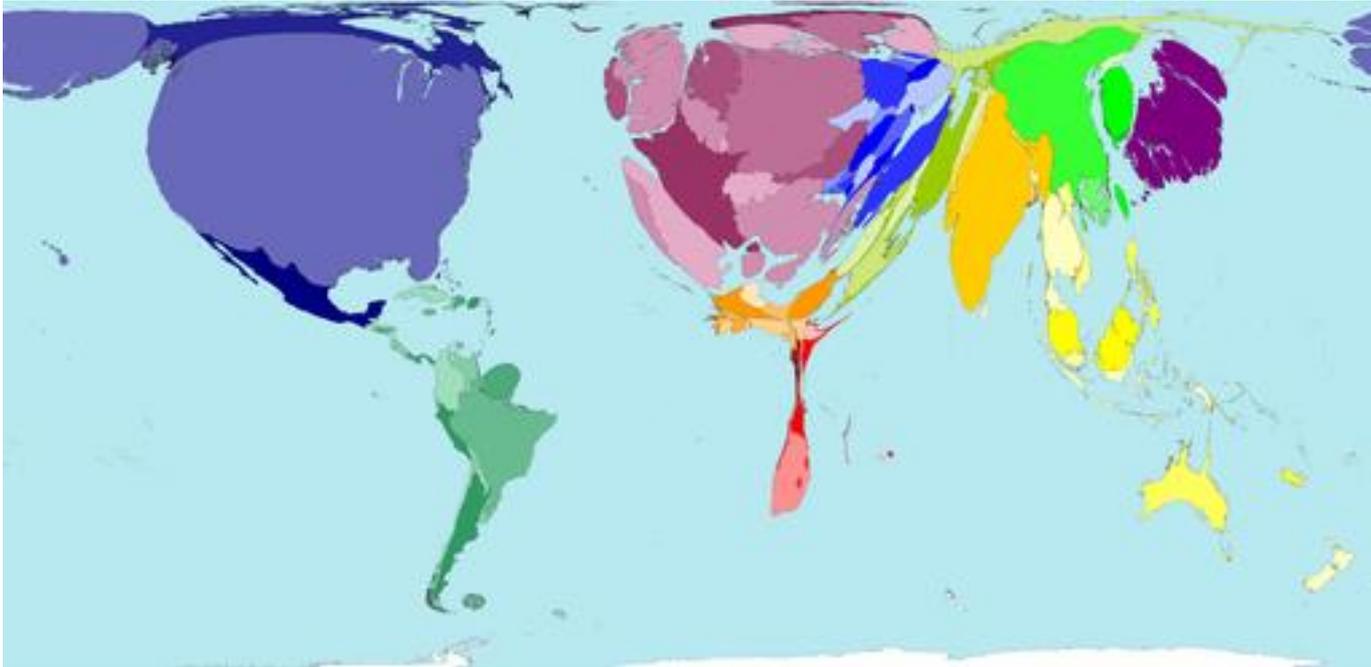
Determining the "state of play": Where did we begin?

1. Starting from DAAD' and HRK's key questions

2. Leveraging what we know and who we know

3. Asking questions, defining parameters, accepting limitations

Determining the "state of play": Where did we begin?

1. Starting from DAAD and HRK key questions

Question 1: Who are the major players active in higher education training in the field of international development cooperation?

Question 2: What kinds of management training schemes are offered?

Question 3: How do we understand matters of effectiveness and impact of these programs?

Question 4: What are the major challenges and opportunities ahead for higher education training in the field of international development cooperation?

Determining the "state of play": Where did we begin?

2.   Leveraging what we know and who we know

   o   Publicly available information

   o   Key informants and "snowball" data collection

   o   Geographic approach

Determining the "state of play": Where did we begin?

3. Asking questions, defining parameters, accepting limitations

   o Casting a wide initial net

   o Refining focal points based on DAAD and HRK interests

   Example: Defining "major players"
   a. an international or cross-border dimension
   b. some longevity
   c. some type of cohort model
   d. a focus on management and leadership
   e. a "public good orientation"
   f. existence beyond the particular configuration of a larger time-limited project

Determining the "state of play": Where did we end up?

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

http://www.bc.edu/content/dam/files/research_sites/cihe/pubs/CIHE%20Perspective/CIHE%20Perspectives%207_26NOV2017.pdf

Determining the "state of play": Where did we end up?

- A list of 37 programs/providers, with data across 7 major categories and 14 subcategories

    1. Region

    2. Funding

    3. Provider

    4. Motivations

    5. Program overview

    6. Program content: Subject/Themes

    7. Program format

- More detailed information collected via 13 interviews from select main training schemes and macro-level organizations

Determining the "state of play": What did we learn?

- This is a (nearly) global phenomenon

Determining the "state of play": What did we learn?

- This is a (nearly) global phenomenon

- This is an emerging phenomenon

- This is a limited phenomenon

- This is a diverse phenomenon

- This is a complex phenomenon

Determining the "state of play": What did we learn?

Question 1: Who are the major players active in higher education training in the field of international development cooperation?

- university associations
- governmental or quasi-governmental agencies
- intergovernmental organizations
- umbrella organizations (featuring various kinds of organizations, for example, individual universities, university associations, and quality assurance organizations)
- private non-profit organizations, such as foundations
- universities
- university-based centers or institutes

Determining the "state of play": What did we learn?

Question 2: What kinds of management training schemes are offered?

Elements	More Common	Less Common
Participants	Senior leadership or middle and upper-middle level managers and administrators	"Particular populations", e.g., women or emerging leaders
Modes of delivery	Workshops, conferences, seminars, lectures; both face-to-face and online delivery; case studies, site visits	Internships, group projects, personal projects/independent research, long-term institutional partnerships
Frequency and duration of trainings	Days, weeks, months	More than one year

Determining the "state of play": What did we learn?

Question 2: What kinds of management training schemes are offered?

- Some require international travel; some offer domestic delivery
- Some consist of quite standardized offerings; some are more tailored/personalized
- Topics/themes referenced with some frequency:

  - leadership development
  - strategic planning
  - change agency
  - institutional and system governance
  - quality assurance
  - fundraising

  - management of research and innovation
  - university-industry linkages
  - university-community/society linkages
  - internationalization and global engagement
  - **gender equity**

Determining the "state of play": What did we learn?

Question 2: What kinds of management training schemes are offered?

- Less evident topics/themes:
  - strategic financial management
  - institutional research (i.e., research undertaken by individual institutions to better understand their own performance across a variety of dimensions)
  - student affairs and activism
  - the administrative dimensions of support for teaching and learning

Determining the "state of play": What did we learn?

Question 3: How do we understand matters of effectiveness and impact of these programs?

In a perfect world, we would like to know…

- Skills, knowledge, sensibilities, and/or relationships were acquired or enhanced?

- Depth of learning? Effectiveness of training's facilitation of learning?

Determining the "state of play": What did we learn?

Question 3: How do we understand matters of effectiveness and impact of these programs?

In a perfect world, we would like to know…

- Extent lessons/skills can be applied back in the "real world" as a result of the training experience?

- Application of the learning acquired over the short-term versus the long-term?

Determining the "state of play": What did we learn?

Question 3: How do we understand matters of effectiveness and impact of these programs?

In a perfect world, we would like to know…

- Depth or breadth of change possible by the participant across his or her "sphere of influence"?

- Cumulative effect of various iterations of a training program over a period of time? Impacts of resulting professional or alumni networks?

Determining the "state of play": What did we learn?

Question 3: How do we understand matters of effectiveness and impact of these programs?

We do not live in a perfect world!

But, there are some good examples to explore:

o   IDC
o   SEAMEO RETRAC
o   United Board for Christian Higher Education in Asia
o   Nuffic
o   IGLU

Determining the "state of play": What did we learn?

Question 4: What are the major challenges and opportunities ahead for higher education training in the field of international development cooperation?

1. Getting a handle on effectiveness and impact– e.g., alumni engagement

2. Making good strategic decisions about program direction, scope, and content, when the training needs are many and diverse, and resources are limited.

3. Dealing with change

Determining the "state of play":
Where might we go from here?

1. Need to deal with three fundamental preoccupations

2. Need to consider with four strategic aspects of training programs

Determining the "state of play":
Where might we go from here?

1. Need to deal with three fundamental preoccupations

- Scaling up and diversifying

- Providing evidence of impact

- Securing funding

Determining the "state of play": Where might we go from here?

2. Need to consider with four strategic aspects of training programs

- Who should be targeted for maximum effect?

- Where is the greatest need for institutional strengthening?

- What content is most useful?

    o Basic management training skills

    o Accessing and managing financial resources

    o Support for research, teaching, and learning

**Determining the "state of play":
Where might we go from here?**

2. Need to consider with four strategic aspects of training programs

- How can success be best achieved?

    o   Staying as close as possible to the target populations

    o   Adopting alternative approaches to the classroom

    o   Engaging alumni
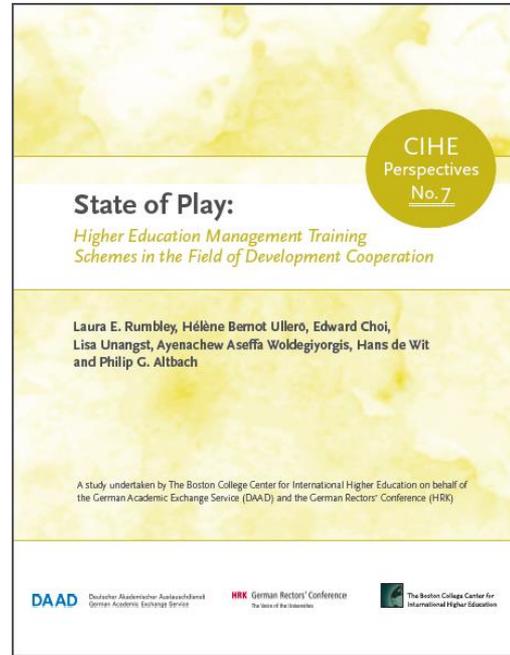
Many thanks for your kind attention!

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