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

Results of a DIES Study

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“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”...
  - Where did we begin?
  - Where did we end up?
  - What did we learn?
  - 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 Center for International Higher Education (CIHE)

- 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
   - Publicly available information
   - Key informants and “snowball” data collection
   - 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

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?

<table>
<thead>
<tr>
<th>Elements</th>
<th>More Common</th>
<th>Less Common</th>
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<tbody>
<tr>
<td>Participants</td>
<td>Senior leadership or middle and upper-middle level managers and administrators</td>
<td>“Particular populations”, e.g., women or emerging leaders</td>
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<tr>
<td>Modes of delivery</td>
<td>Workshops, conferences, seminars, lectures; both face-to-face and online delivery; case studies, site visits</td>
<td>Internships, group projects, personal projects/independent research, long-term institutional partnerships</td>
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<tr>
<td>Frequency and duration of trainings</td>
<td>Days, weeks, months</td>
<td>More than one year</td>
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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:
  o strategic financial management
  o institutional research (i.e., research undertaken by individual institutions to better understand their own performance across a variety of dimensions)
  o student affairs and activism
  o 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:

- IDC
- SEAMEO RETRAC
- United Board for Christian Higher Education in Asia
- Nuffic
- 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?
  - Basic management training skills
  - Accessing and managing financial resources
  - 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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