

Universities and development: global cooperation



This series of Policy briefings published by Universities UK provides authoritative and accessible analyses of current and emerging higher education policy issues.

We aim to publish several booklets a year on major topics of the day, with an analysis of an issue, identification of policy options and, where relevant, a Universities UK or sector position. The booklets will draw on our existing Universities UK policy work as well as new research that has been undertaken or commissioned.

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This policy briefing aims to demonstrate that universities are key organisations in international development. Universities are involved in a wide range of international development activities, including collaborative research projects, developing entrepreneurial and employability skills and the evaluation of non-governmental organisation (NGO) programmes. Often this is not visible or is limited by policy priorities or access to relevant networks. The briefing suggests some ways in which UK universities could do much more to contribute to this major global challenge.

In recent years there has been increasing recognition of the importance of higher education to social and economic development in developing countries. Higher education institutions have responsibility for equipping individuals with the knowledge and skills required for key positions in government, business, industry and professions. They produce new knowledge through research and can transfer, adapt and disseminate knowledge as well as being important institutions of civil society.

Some of the greatest challenges facing the world have a greater impact on developing countries than the developed world and tackling them requires global effort and cooperation by governments, international organisations and universities.

All higher education institutions face major challenges, especially pressures on funding, but in developing countries those pressures are even more acute. There has been enrolment expansion in the developing world (although participation remains low) which has significantly reduced expenditure per student. In many developing countries higher education institutions are overcrowded, have deteriorating physical infrastructure and limited access to technology.

The economic downturn has had a significant impact on the poorest communities. According to the World Bank's *Global monitoring report 2009: a development emergency*, annual financial flows to developing countries have reduced by \$800 billion since 2007 resulting in up to 90 million people remaining in poverty.¹

The importance of higher level skills is often overlooked as governments prioritise issues with more immediate impact, such as primary education and basic care. But knowledge is a key driver of growth and development: countries with higher level skills are better equipped to adapt to challenges and utilise technological discoveries.

Universities in some countries, including the UK, have established themselves as key institutions of economic and social development. In the current economic crisis, for example, UK universities have been called upon to help struggling UK businesses. Many universities in developing countries, however, have struggled to make the case for increased investment in higher education and for their relevance to economic development.

This briefing originates from a seminar organised by the Universities UK International and European Policy Committee in February 2009 to discuss universities and international development. It considers the scope of international development and the policy landscape, and provides background information on development policies, initiatives and activities at an international, European and UK level. The briefing argues that universities:

- have a legitimate, unique and important role in international development
- are already making a significant contribution to international development and are keen to contribute more
- should consider including this work within their wider international and corporate social responsibility strategies
- face challenges in achieving recognition for this work within sector performance measures (such as research assessment) and in securing funding through bodies such as the research councils
- need to work more closely with DFID (Department for International Development) to exchange information and knowledge about international development activities
- can be effective partners for NGOs and charities by providing benefits such as evaluation and critical analysis.

Finally, Universities UK has a role in highlighting the work of UK universities in international development, in supporting universities which are engaging or wishing to engage in international development activities, and in working with relevant organisations such as DFID, ACU (Association of Commonwealth Universities), the UK Collaborative on Development Sciences (UKCDS) and others, as the following quotes suggest.

'...it is in all of our interests that we grasp the opportunity we have to bring about real and lasting change. The problems facing developing countries affect us all. Our prosperity, our security and the future of our environment is tied to theirs. It is in our national interest and our shared interest with others that we address these problems.'²

'In respect of the future role for higher education in social and human development, the main demand in sub-Saharan Africa, the Arab states and Latin America and the Caribbean is that higher education should give answers and recommend policies in order to achieve sustainable human development with equity.'³

'The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights; and enable African academics to play an active part in the global community of scholars.'⁴

'Universities across Africa and Asia are the engine rooms of the fight against global poverty. We are working with the British Council and UK universities to help kickstart exciting new research that we hope will increase our understanding of how best to improve the lives of poor people.

'Funding education and research at every level in the developing world will help unleash the potential of hundreds of researchers over three continents and drive solutions to poverty.'⁵

What is international development?

International development does not have a universally accepted definition but the term is used in connection with a wide range of activities/issues, including healthcare, education, overseas aid, governance, gender equality, economics, human rights and the environment. It aims to provide long-term and sustainable solutions through the development of capacity in appropriate areas.

University involvement in international development

The contribution of higher education to international development is significant but under-recognised.

Universities can contribute through teaching, research, and knowledge generation and exchange. There is also a major role for universities in researching and evaluating the impact of development work carried out by a range of organisations. Universities can improve development programmes by evaluating approaches that are effective and identifying approaches that are not. They can challenge accepted policy and practice.

Universities can provide space to discuss and address issues in a different way from government and non-government organisations. Universities can be innovative and experimental as they are perceived as being able to take more risks than development organisations.

Universities have an important role to play in international development. They need to give their involvement a higher profile and to make clear the legitimacy and importance of this aspect of their work.

Universities and development – how can universities engage?

UK universities are measured on their contribution to the UK economy and society but their contributions to international development may not be recognised. Involvement in development work can potentially change the nature of an institution by gradually providing different opportunities for academic development and taking it into new areas of activity and new relationships with overseas governments, academic institutions and wider civil society.

Research and knowledge transfer

Research and knowledge transfer activities are vital components of development work. University research into environmental issues (provision of food, water, energy as well as climate change and sustainable use of resources), social issues (human rights, democracy, healthcare) and economic and political issues (security and fair trade) makes a huge difference to the greatest challenges facing the world.

Developing countries are required to balance the need to develop higher education against meeting basic needs such as health. Their research may not always be about cutting-edge technologies but can focus on the application of existing knowledge or technology in new circumstances.

The impact of universities' international development work

International development work has benefits across a range of areas such as income, mobility, scholarships and capacity building. There is currently limited evidence of these impacts – there is a need to improve the evidence of the impact of universities' international development.

The Commonwealth Scholarship Commission (CSC), the organisation that manages scholarships for Commonwealth citizens to study in the UK and for UK citizens to study in the Commonwealth, has gathered considerable information on its scholarship recipients and is trying to assess the impact they have had on areas such as agriculture and health.

Barriers to involvement in development

UK universities' need to focus primarily on their own financial sustainability and reputation may act as a barrier to long-term involvement in international development activity. The pressures of factors such as the RAE, league tables and full economic costing can also inhibit development work because this type of activity is only partially recognised by such mechanisms.

In order to encourage appropriate development work that might use existing research, this activity should be recognised as valuable alongside the development of new knowledge. Funding for international development activity is often focused on specific projects and may act as a barrier to the development of wider partnerships.

The role of funding

There is increasing interest as well as extensive existing engagement in development work by universities but lack of funding hinders progress. Universities are already contributing significant resources of their own, in addition to project funding from charities, governments and other sources. Universities are not funded to undertake development work as a core activity.

Organisations such as the Wellcome Trust, Royal Society and Leverhulme Trust provide resources for development work. There is also significant funding available through DFID and the research councils. Around £330 million a year is spent directly by the research councils on research in areas that are considered relevant to development. DFID funds research, and provides support to institutions by funding partnerships through schemes such as Development Partnerships in Higher Education Programme (DeHPHE). However, obtaining the funding is not easy for UK universities, partly because of competition from institutions from outside the UK.

There is a lack of clarity within the UK higher education sector about how to engage with DFID's work. DFID's move from project funding to programme funding has meant that in some ways it has been more difficult for universities to understand and participate in DFID activities. DFID's focus on directing money through overseas governments rather than to institutions can also constrain engagement by universities in the UK and in developing countries.

There can also be difficulties in accessing research council funding for development work. A mechanism for matched funding involving research council and DFID resources might provide an appropriate way forward, and more support from DFID to help UK higher education institutions develop such partnerships would be beneficial.

Development work and higher education

In September 2000 the Millennium Declaration was adopted by 189 nations during the UN Millennium Summit.⁶ The declaration sets out key objectives for development work around the world in eight Millennium Development Goals (MDGs). The goals respond to the world's main development challenges and are to be achieved by 2015. They are:

- eradicate extreme poverty and hunger
- achieve universal primary education
- promote gender equality and empower women
- reduce child mortality
- improve maternal health
- combat HIV and AIDS, malaria and other diseases
- ensure environmental sustainability
- develop a global partnership for development.

Despite no specific mention, it is clear that higher education will continue to play an important role in the attainment of the goals. At a conference of African university leaders in Senegal in September 2008, participants outlined a communiqué and framework for action focusing on the role of higher education in achieving the Millennium Development Goals.⁷ This stated:

'We...believe that quality higher education is critical to the realisation of the MDGs...higher education institutions in Africa should foster the attainment of the MDGs through the three core academic activities: teaching, research and community engagement. Teaching: train large numbers of teachers by open and distance learning mode, and ensure quality of training; improve and expand teaching in agriculture but ensure its relevance to rural areas. Research: increase Master's and Doctoral programmes in all areas, and place greater attention to research relevant to the development of rural areas. Community service: ensure that a clear institutional policy for undertaking community service exists.'

How UK universities are contributing to development

The following section refers to some of the development activities being undertaken by UK universities.

African and UK university partnerships survey

Universities UK, in partnership with the Association of Commonwealth Universities (ACU), carried out a survey of links between UK and African universities in 2005.⁸ A total of 221 projects were reported and were categorised into the following types:

- research collaborations: 62 per cent
- capacity building: 25 per cent
- community engagement projects: 8 per cent
- course collaborations: 5 per cent.

The joint projects were also broken down by discipline with the following results:

- medicine and related health sciences: 28 per cent
- science and technology: 17 per cent
- agriculture and rural development: 12.5 per cent
- multi-disciplinary projects: 15.5 per cent.

The distribution of institutional links within Africa was as follows:

- Southern Africa: 48 per cent
- West Africa: 22 per cent
- East Africa: 21 per cent
- Horn of Africa: 5 per cent
- North Africa: 4 per cent.

Funding tended to come from external and state-sponsored agencies and, where reported, was less than £500,000 per project.

Universities Scotland's survey of international development activities

In 2008 Universities Scotland identified more than 143 countries where Scottish higher education institutions were working across Asia, Africa and South America on a wide range of activities, including:

- learning and teaching
- research and collaborations
- training and advisory activities.

In most cases, the international development activities were self-funded by Scottish universities; other sources of funding included:

- government funding – from the Scottish, UK and overseas governments
- business and industry funding and private finance
- non-governmental organisations' funding
- research councils
- grants and donations.

Research activities at UK universities

There are several centres of development studies at UK universities and 10 universities provided submissions in development studies to the 2008 research assessment exercise.⁹ These were:

- University of Bath (Centre for Development Studies)
- University of Birmingham (International Development Department)
- University of Bradford (Department of Development and Economic Studies)
- University of East Anglia (School of International Development)
- University of Greenwich (Natural Resources Institute)
- University of London, School of Oriental and African Studies (Department of Development Studies)
- The University of Manchester (School of Environment and Development)
- The Open University (International Development Centre)
- University of Oxford (Department of International Development)
- Swansea University (Centre for Development Studies).

The Institute for Development Studies, which is based on the University of Sussex campus, is not formally part of the university. There are also a number of research centres with a development focus combined with a specific subject focus, such as the Water, Engineering and Development Centre based at Loughborough University and the Nuffield Centre for International Health and Development at the University of Leeds.

The London International Development Centre (a collaboration involving the six Bloomsbury Colleges) outlined in the case study aims to bring together researchers from across the member institutions to tackle problems in international development.

London International Development Centre

The London International Development Centre is a collaborative arrangement between the six Bloomsbury colleges of the University of London: the Royal Veterinary College, the Institute of Education, the London School of Hygiene and Tropical Medicine, the School of Oriental and African Studies, Birkbeck, and the School of Pharmacy.

The centre's main objectives are:

- innovative research on development issues that builds on an inter-sectoral and inter-disciplinary approach
- new, high-quality teaching programmes for today's and tomorrow's development professionals
- support to national and international policymakers through linking research, policy and practice
- strengthening capacity in low and middle income countries in order to address the needs of higher education, civil society and governments.

Examples of projects:

- assessing the link between socio-economic indicators and prevalence patterns in HIV/AIDS
- HIV and AIDS, human rights and development in sub-Saharan Africa
- the role of professional education and training in workforce migration.

A notable example of collaborative research between several UK universities and Save the Children is described.

Young Lives project with Save the Children

Young Lives is an international study of childhood poverty tracking the changing lives of 12,000 children in Ethiopia, India (in the state of Andhra Pradesh), Peru and Vietnam over a 15-year period (alongside the timeframe for the Millennium Development Goals).¹⁰

In each country the project works with leading national research institutes, government statistics departments and Save the Children. The work of the national teams is supported by partners within UK universities including the Open University, the Institute of Education (London) and the University of Reading. The project directorate is based with the University of Oxford's Department of International Development.

Key outcomes will include:

- evidence to show how tackling childhood poverty is key to breaking poverty cycles
- a holistic understanding of the multiple dimensions of poverty and how they affect children, and analysis of how specific policy interventions can and do change children's lives
- a research to policy framework on childhood poverty for DFID and study country analysis of the dynamics of childhood poverty.

Higher education and development

For several decades international organisations and donor bodies did not pay much attention to the role of higher education in development. It was viewed as expensive and inefficient as well as beneficial to only a small part of society. Returns from investments in primary and secondary education were thought to be higher and the focus was on investing in primary education and raising levels of basic literacy.

Funding pressures have meant significant cuts to university budgets. In sub-Saharan Africa, enrolment rates in higher education are the lowest in the world and although the rate has increased from around 1 per cent in 1965 to 5 per cent in around 2000¹¹, this is the same level as enrolments in other developing regions 40 years ago. In several other regions, meanwhile – East Asia, Latin America and the Middle East – enrolments have increased significantly.

Attitudes towards higher education have begun to shift, however, as recognition of the importance of knowledge to economic development increases and its potential to work alongside primary and secondary education (rather than in a competition for resources) is realised.

In 2000, as part of this shift, the World Bank/UNESCO published a report *Higher education in developing countries: peril and promise* addressing the importance of universities in developing countries.

The report notes that while most developed countries have seen a substantial rise in the proportion of their young people receiving higher education, this has not been matched in developing countries. It asks whether they will be able to compete in the knowledge economy or whether they face a future of increasing exclusion, unable to develop the skills required for the 21st century.¹²

The following table shows how higher education supports development, and identifies the major obstacles.

How higher education supports development	Major obstacles
<p><i>Income growth:</i> higher education contributes to labour productivity, entrepreneurial energy, and quality of life; enhances social mobility; encourages political participation; strengthens civil society; promotes democracy</p>	<p><i>The absence of vision:</i> unlike primary and secondary education, there is little shared vision about the nature and extent of the potential contribution of higher education to development</p>
<p><i>Enlightened leaders:</i> higher education can give leaders the confidence, flexibility, breadth of knowledge and technical skills needed to confront the economic and political realities of the 21st century</p>	<p><i>Lack of political and financial commitment:</i> policymakers face a host of pressing problems under conditions of severe resource constraints and highly competitive political settings. Predictably in such a policy environment, higher education often misses out</p>
<p><i>Expanding choices:</i> an accessible higher education system – offering a wide range of quality options for study – is a major achievement, bolstering social mobility and helping the talented to fulfil their potential</p>	<p><i>Conditions of initial disadvantage:</i> higher education in developing countries is severely disadvantaged by its poor baseline. A critical mass of scholars and teachers is often required before higher education can thrive</p>
<p><i>Increasing relevant skills:</i> higher education is absolutely necessary for training scientists, engineers and others to help invent, adopt and operate modern technology in all sectors</p>	<p><i>The disruptions of globalisation:</i> the best and brightest faculty and students will continue to be attracted to the wealthier countries, and competition for quality graduates will remain fierce¹³</p>

The report and a follow-up in 2002¹⁴ suggested that, despite the understandable focus on primary education, a more balanced approach that included secondary and higher education was necessary, as otherwise developing countries would be unable to participate in the increasingly knowledge-based global economy.

A 2009 World Bank report on Africa, *Accelerating catch-up*¹⁵, has reinforced this perspective:

‘...neglecting tertiary education could seriously jeopardise sub-Saharan Africa’s longer-term growth prospects, and slow progress towards Millennium Development Goals many of which require tertiary-level training to implement’.

The report states that growth in higher education in sub-Saharan Africa has mainly been driven by private providers. This has increased enrolments and eased some of the pressure on public institutions, but it has been concentrated in subject areas such as business and finance. However, academic staff have increasingly been working at both public and private institutions, which has diminished research capacity in some areas. A number of public institutions are now offering places to fee-paying students as well as non-fee-paying students to generate revenue that enables investment in infrastructure and also enables them to compete for a wider spectrum of students.

The 2009 World Bank report recommends ways in which institutions and national governments in Africa could improve the contribution of higher education. These include:

- developing a national strategy for human resource development that is linked into national priority areas
- reforming funding of institutions to encourage the attainment of certain objectives while providing financial stability
- supporting institutional autonomy
- encouraging diversity in teaching and learning approaches
- developing postgraduate programmes to provide future academic staff and build research capacity
- using different modes of learning, including ICT, to expand participation.

Research capacity in developing countries

There are only 94.3 scientific researchers per million people in the least developed countries, against 313 in other developing countries and 3,728 in rich countries (defined by the World Bank as high income OECD countries [Organisation for Economic Co-operation and Development]).¹⁶ Without sufficient capacity in research, many countries are not able to exploit knowledge and devise solutions to local problems in health or the environment.

Developing countries' limited research activities mean that there is a significant 'knowledge divide' between developing and developed countries. The skills needed to compete in the global 'knowledge economy' are different to those that are needed in manufacturing economies. The Technology Achievement Index (TAI), developed by the UN Development Programme¹⁷, aims to indicate how well a country is creating and using technology. It is not designed to measure whether a country is leading in technological development. Countries are divided into classes, and the index categorises countries such as the United States and the UK as being in the lead, followed by countries such as Chile and Mexico, then countries such as China and India, before reaching 'marginalised countries' with very low skills levels and populations which have not all received benefits from 'old technologies'. This class includes countries in sub-Saharan Africa and some in Asia such as Nepal and Afghanistan.¹⁸

The United Nations Conference on Trade and Development (UNCTAD) *Least developed countries report 2007* states:

'sustained economic growth and poverty reduction are not likely to take place in countries where viable economic re-specialisation would remain impossible in the absence of significant progress in technological learning and innovation capacity building'.

The report suggests that the current movement of technology through trade and investment to the least developed countries is not eroding the divide in knowledge between developed and developing countries. Improvements in technological skills and innovation are needed to contribute to economic growth and poverty reduction. The report suggests that national governments and development partners should focus on four key policy issues to try to improve skill levels:

- integrating science, technology and innovation policies geared into the development and poverty reduction strategies of least developed countries
- impact of stringent intellectual property regimes internationally on technological development processes in least developed countries, and how appropriate policies could improve the learning environment in these countries
- impact of the massive loss of skilled human resources through emigration and how this could be prevented
- the role of knowledge aid (as part of official development assistance) could be used to support learning and innovation in least developed countries.¹⁹

UK government activities

Department for International Development

The Department for International Development (DFID) manages Britain's aid to poor countries and supports long-term programmes to help tackle the underlying causes of poverty. It also responds to emergencies, both natural and man-made. DFID works in partnership with governments, civil society, the private sector and others. It also works with multilateral institutions, including the World Bank, United Nations agencies and the European Commission.²⁰

DFID works directly in over 150 countries and its budget is due to grow from £5.3 billion in 2007/08 to £7.9 billion by 2010/11. Almost 40 per cent of DFID development funding now goes through multilateral agencies. These include the World Bank and the United Nations as well as groupings of developed nations such as the European Union. Between them these three bodies now handle one third of all global development aid.

DFID is the lead department for the UK government's public service agreement (PSA) 29: *Reduce poverty in poorer countries through quicker progress towards the Millennium Development Goals (MDGs)*. The department is also a 'delivery partner' on PSA 27: *Lead the global effort to avoid dangerous climate change* (led by the Department of Energy and Climate Change) and PSA 30: *Reduce the impact of conflict through enhanced UK and international efforts* (led by the Foreign and Commonwealth Office). DFID's work on poverty reduction also contributes indirectly to PSAs on counter-terrorism and migration.

UK Official Development Assistance (UK ODA) is projected to rise to £9.1 billion by 2010/11, representing 0.56 per cent of gross national income (GNI). This is in line with the European Union's commitment for its member states to reach collectively 0.56 per cent in 2010 and keeps the UK on target to reach its commitment of 0.7 per cent GNI by 2013 – two years ahead of the EU's collective commitment to 0.7 per cent GNI by 2015.

DFID research strategy

DFID will spend up to £1 billion on research over the next five years. Its research strategy sets out how it will use this investment to achieve a maximum impact on reducing poverty in developing countries. The strategy focuses on four key objectives:

- creating new policy knowledge for developing countries, the international community and DFID
- collecting existing and new evidence to improve decision-making about international development
- developing and using new technologies in developing countries
- strengthening capacity to do and use research.

The strategy focuses on research on six key areas: growth, sustainable agriculture – particularly in Africa, climate change, health, governance in challenging environments, and future challenges and opportunities.²¹

White Paper – *Eliminating world poverty: building our common future*

In July 2009, DFID's White Paper on the Government's future direction in international development outlined the central role played by the UK in designing the MDGs and the commitment to the target of spending 0.7 per cent of GNI on international aid.

The paper outlines a new approach to DFID's support for education and indicates that it will be producing a new education strategy shortly. One of the three education priorities will be to:

'...strengthen the links between schools, skills and employment by supporting, at international and country levels, programmes which expand investments in early years, in secondary education, and in technical and vocational education.'²²

While this does not explicitly mention higher education, it is a helpful recognition of the links between different parts of the education sector and that investment is needed in all parts and not just in primary education.

Education strategy

DFID recently ran a consultation on a new education strategy.²³ This consultation mentioned higher education but continued to focus on primary education and schools rather than seeing the value in a wider view of the education sector.

UK Collaborative on Development Sciences

The UK Collaborative on Development Sciences (UKCDS) brings together the key funders and stakeholders who provide support for the development sciences research base. It aims to provide a framework for a more coordinated approach to development sciences research, in order to increase its relevance and impact on national and international policies and activities, aimed at improving the lives of the world's poorest people. The establishment of UKCDS was announced by the Secretary of State for International Development in December 2006.²⁴

The UKCDS vision is that 'UK research funding has maximum impact on international development outcomes'. It aims to encourage and facilitate working relationships for effective research for development, with the following objectives:

- improve stakeholder collaboration in development sciences
- encourage research policies and practices of UK funders to reflect good practice in development
- ensure that the UK remains a global leader in development sciences and their application.

European activities

The EU is the world's largest aid donor providing around €46.1 billion from its member states and through the EU in 2007, equivalent to 0.43 per cent of its member states' gross national product (GNP). EU member states have accepted a target of spending 0.7 per cent of their GNP on aid each year but so far only Denmark, Luxembourg, the Netherlands and Sweden have reached this target. In May 2005, EU ministers agreed to a new collective target of 0.56 per cent of member states GNP by 2010, which would deliver an additional €20 billion of aid. The target of reaching 0.7 per cent of GNP in aid by 2013 has also been set. Over €7 billion was channelled through the EU itself and aid is delivered through six main programmes focusing on geographical areas or themes such as democracy and human rights.²⁵

The primary objective of EU development work is the eradication of poverty within a context of sustainable development and in the pursuit of the MDGs. EU aid aims to improve basic physical and social infrastructures as well as strengthening democratic state institutions.²⁶

The major focus for EU assistance has been Africa. The 2007 EU-Africa summit led to a new Africa-EU strategic partnership, marking a significant development in relations between the two continents. The joint Africa-EU strategy provides a long-term framework for Africa-EU relations, while its first action plan specifies proposals for 2008–2010, structured along eight Africa-EU strategic partnerships:

- peace and security
- democratic governance and human rights
- trade, regional integration and infrastructure
- Millennium Development Goals (MDGs)
- energy
- climate change
- migration, mobility and employment
- science, information society and space.²⁷

In December 2008 the European Council agreed the document *EU and Africa: towards a strategic partnership*. This includes themes such as peace and security, human rights and governance, development assistance, economic growth and investment in people. It states:

'A successful Africa requires a well-educated, healthy population and the full empowerment of women. We will promote development of Euro-Africa networks of universities and centres of excellence, including through helping the African Union establish a new exchange programme (the Nyerere Programme) for students in Africa'.²⁸

European funding has also supported student mobility from Africa into Europe. Since its launch in 2004, 866 African students have benefited from Europe's Erasmus Mundus programme, with a strong increase in the past two years. The participation of African scholars has also risen each year, from four in 2004 to 51 in 2008. While the number of African students and academics benefiting from the Erasmus Mundus programme has risen considerably, Africa lags behind Asia and the Americas and only 8 per cent of African applicants are selected for an Erasmus Mundus scholarship – the lowest success rate of any world region. Participation rates differ strikingly among African countries, with Ethiopia providing the most applicants.²⁹

EDULINK

EDULINK is a programme funded by the European Union, with support from national aid organisations including DFID. It supports cooperative projects between higher education institutions in the Africa, Caribbean and Pacific (ACP) Group of States and the 15 EU member states that are signatories to the 9th European Development Fund (EDF).³⁰

EDULINK aims to improve the effectiveness and impact of ACP-EU cooperation in higher education. The programme's objective is to foster capacity-building and regional integration in higher education, and to promote higher education as a means of reducing poverty with a focus on the Millennium Development Goals.

In the last round of projects funded by EDULINK, several UK institutions were involved, including:

- strengthening medical and nursing education in West Africa involving universities in Nigeria, the Gambia, Sierra Leone and Ghana as well as the University of Liverpool and Swansea University
- bridging the gap at pre- and primary school through training for special educational needs involving institutions in the Seychelles and Grenada as well as Roehampton University
- increasing training and research capacity in population sciences for development involving institutions in Ghana, Nigeria and Sierra Leone, and the University of Southampton
- increasing access to modern energy services in West Africa involving institutions in Ghana and Burkina Faso and Loughborough University
- building forensic science education involving institutions in Jamaica and Mauritius as well as Staffordshire University.

Development activities in other countries

This section outlines the activities of a selection of countries in linking higher education and development.

Australia

The Australian government's aid organisation (AusAID) identifies academic institutions as key partners for its work:

'Academic institutions and the research they undertake enable better targeting of Australian aid, more effective policy engagement with partner countries and improved coordination among donors'.

AusAID supports the Australian and overseas development research community in producing and disseminating research materials. To increase AusAID engagement with key research centres and collaborative research networks, the agency is establishing research partnerships on topics of strategic importance to Australia's development cooperation programme.

The emphasis is not only on producing high-quality research products, but also on founding long-term institutional relationships and developing pools of expertise. This has the benefits of identifying emerging development issues and strengthening dialogue on development policy in the Asia-Pacific region.

The objectives of these research partnerships are to:

- deliver good relevant research that will improve the impact and effectiveness of AusAID's policy and programmes
- identify emerging issues of importance to the Australian development cooperation programme and foreign policy
- improve AusAID officers' access to expert multidisciplinary policy and technical advice on development issues
- stimulate international and domestic policy discussion on multi-sectoral approaches to development in the Asia-Pacific region.

Canada

The International Development Research Centre (IDRC) is a crown corporation created by the Parliament of Canada in 1970 to help developing countries use science and technology to find practical, long-term solutions to their social, economic, and environmental problems.

Support is directed toward creating in developing countries research communities whose work will build healthier, more equitable and more prosperous societies. IDRC funds support researchers in developing countries to work on the problems they identify as crucial to their communities. Most projects result from direct exchanges between the centre and developing country institutions.

Research divides into the following themes:

- environment and natural resource management
- information and communication technologies for development
- innovation, policy and science
- social and economic policy.

IDRC also funds and administers a training and awards programme for young researchers from Canada and developing countries. This fund provides a new generation of Canadians with an opportunity to participate in international development work and helps build a critical mass of trained and experienced researchers.

Germany

In developing countries, the German Academic Exchange Service (DAAD), which has been running for more than 75 years, supports the founding of universities and the training of executive personnel. The organisation's objective in relation to development is to promote academic and scientific advancement in developing countries and in the transformation countries of central and eastern Europe (as a means of supporting the economic and democratic reform process).

DAAD aims to achieve these objectives by funding scholarships for international students to study in Germany, scholarships for German students to study abroad, internationalisation of German higher education institutions, promotion of German studies and the German language abroad, and educational cooperation with developing countries.

Netherlands

In the Netherlands, NUFFIC – the Netherlands organisation for international cooperation in higher education (a private organisation founded by Dutch universities) – runs programmes for building capacity and developing education institutions and other organisations in selected countries. NUFFIC also provides a number of scholarships and fellowships that are targeted at people from developing countries for study in the Netherlands.

USA

The Higher Education for Development (HED) works in close partnership with the United States Agency for International Development (USAID) and the six US higher education associations to support the involvement of higher education in development issues worldwide.

HED works by funding schemes that partner US colleges or universities with institutions of higher learning in developing nations. It also publishes a variety of reports that highlight development news. HED is guided by a governing board made up of the deputies of each of the six higher education associations and by an advisory board representing a broad cross-section of higher education leadership across the United States. The HED programme seems similar in some ways to the DelPHE scheme in the UK.

International organisations

World Bank

The World Bank is a key source of financial and technical assistance to developing countries. The organisation comprises two development institutions owned by 186 member countries – the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA).

The IBRD focuses on middle-income and creditworthy poor countries, while IDA focuses on the poorest countries in the world. Both organisations provide low-interest loans, interest-free credits and grants to developing countries for investments in education, health, public administration, infrastructure, financial and private sector development, agriculture and environmental and natural resource management.

Finance provided by the IDA is mainly used for debt relief, improvements in sanitation and water supply, supporting vaccination programmes, combating HIV/AIDS and supporting civil society organisations. The bank has identified the following priorities for its higher education work:

- increasing institutional diversification
- strengthening science and technology research and development capacity
- improving the quality and relevance of tertiary education
- promoting greater equity mechanisms to assist disadvantaged students
- establishing sustainable financing systems to encourage responsiveness and flexibility
- strengthening management capacities
- enhancing and expanding ICT capacity to reduce the digital divide.

UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organisation) is the only UN body with a mandate in higher education. It supports governments and institutions in building capacity and formulating policies and strategies so that higher education can contribute to national development. UNESCO's mission in higher education is to:

'promote higher education in the increasingly knowledge-based present-day society as a key factor for cultural, economic and political development, as an endogenous capacity-builder, as a promoter of human rights, sustainable development, democracy, peace and justice'.³¹

The organisation aims to support the establishment of sustainable higher education systems by:

- building and strengthening capacities at the national level
- providing global leadership in teacher training and related policy issues
- developing policy options for an educational response to the challenges of globalisation through research and knowledge-sharing
- assisting member states in planning for and developing sustainable policies in the use of ICT in education.

Established in 1988, the UNESCO/NGO Collective Consultation on Higher Education consists of 60 organisations representing all areas of higher education. The body acts as a think tank for UNESCO's higher education programme, and participates in its implementation. It has guided the follow-up to the first World Conference on Higher Education through its reflection and debate, training and research, international partnerships, networking and information exchange as well as developing the second World Conference on Higher Education.³²

The first World Conference on Higher Education was held in Paris in 1998. Over 180 countries, as well as representatives of the academic community, including teachers, students and other stakeholders in higher education, took part in this major event. Participants adopted the *World declaration of higher education for the twenty-first century and framework for priority action for change and development of higher education*. This document highlighted the following priority actions:

- Higher education shall be equally accessible to all on the basis of merit – no discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.
- The core missions of higher education systems (to educate, to train, to undertake research and, in particular, to contribute to the sustainable development and improvement of society as a whole) should be preserved, reinforced and further expanded.
- Higher education is part of a seamless system, starting with early childhood and primary education and continuing through life'.³³

In July 2009 UNESCO held a second World Conference on Higher Education involving over 1,000 participants from more than 150 countries.³⁴ The agenda focused strongly on African higher education and its potential contribution to economic and social development.

The communiqué from the 2009 conference stated:

'As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments....The current economic downturn may widen the gap in access and quality between developed and developing countries, presenting additional challenges to countries where access is already restricted. At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity. The past decade provides evidence that higher education and research contribute to the eradication of poverty, to sustainable development and to progress towards reaching the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs)'.³⁵

It added, on development:

'Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards loping countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain.

'... Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration'.³⁶

A specific section of the communiqué on higher education in Africa emphasised the need for extensive collaboration among African institutions and between African institutions and the rest of the world. The communiqué outlines the need for a diversity of institutions to cater for a range of learners and different needs. A focus on relevant curricula is noted, for example agriculture, natural resource extraction, the environment, indigenous knowledge systems and energy. A diversity of funding sources was recommended with a call for increased public funding but recognising the role of private finance.³⁷

The Association of Commonwealth Universities

Founded in 1913, the Association of Commonwealth Universities (ACU) is the world's oldest university network. It has around 500 members from over 50 Commonwealth countries. In recent years the ACU has focused on the role of universities and development.

The ACU report *Universities and development*³⁸ was published in 2000, around the same time as the World Bank report, and reaffirmed the role of universities in development. Specifically universities should:

- explain [to governments] that, without their participation and success, developing countries are likely to be excluded from the growth associated with the modern knowledge economy
- demonstrate accountability to their students, invest in knowledge transfer to social agencies, government and business firms, share their resources, and benchmark their achievements
- involve themselves in local, regional and transnational partnerships for key development goals
- set up special initiatives to bring students into science and technology
- recognise that they themselves can be effective as development agencies, in the way that the well-known Grameen Bank grew from the work of the economics department of the University of Chittagong, Bangladesh

- include ICT jobs in developing countries linked to firms in developed ones, and make joint university appointments straddling developing and developed countries, to prevent brain drain.

The ACU has identified that research collaboration is a key way for universities in the developed world to contribute to the development of research capacity in developing countries. The ACU report *Frameworks for Africa-UK research collaboration in social sciences and humanities*, published in 2007³⁹, examines the challenges facing African universities when undertaking collaborative research with UK and other international partners and outlines the following key findings:

- better understanding of African university environments, cultures and processes are needed to enable and facilitate research
- more collaboration between donors would increase the overall impact of UK funding
- developing individual staff is important
- to improve efficiency and impact it is advisable to make the most of existing facilities
- creating space for interaction and collaboration is important
- disseminating knowledge is imperative.

The ACU runs an Africa Unit, founded in 2006 with Government support. It aims to strengthen the capacity of African further and higher education institutions. One of the unit's projects is the UK-African partnerships project; it aims to compile information on funding for partnerships and a database of partnerships.⁴⁰

The ACU is also involved in a proposed Pan-African Institute of University Governance in partnership with the Agence Universitaire de la Francophonie (AUF), which will deliver support for higher education governance through training and development.⁴¹

Commission for Africa report 2005

Early in 2004, the then Prime Minister, Tony Blair, established the Commission for Africa. The 17 members of the commission, nine from Africa and all working in their individual and personal capacities, published their report *Our common interest* in March 2005.

A central theme of the report is that Africa must drive its own development. The role for rich nations is seen as a supportive one, because it is in their interests to make the world a more prosperous and secure place. The report acknowledges that the international community will contribute to the achievement of these objectives in different ways. Its education recommendations are mainly about basic education and aim to:

- ensure that every child in Africa goes to school
- give equal access to schools for girls and boys
- provide free basic education
- invest in teacher training
- ensure the development of appropriate skills for contemporary Africa.⁴²

The report had a clear impact upon the public debate in the UK, and to some extent elsewhere, on how development in Africa might be accelerated. At the G8 summit of world leaders in Gleneagles, Scotland that year, the report, with its 90 recommendations, was seen as a blueprint for action by the G8. The summit pledged what the report had asked for, in doubling aid pledges and offering significant extensions of multilateral debt relief. However, it failed to meet the commission's demands on easing trade terms for Africa.

In April 2007, the Africa Progress Panel (APP) was launched as an independent authority on Africa to focus world leaders' attention on delivering their commitments to Africa. The panel, chaired by former UN Secretary General Kofi Annan, features former Commission for Africa members. It publishes regular reports on issues such as food supply and the role of business in development as well as responding to relevant events such as the G8 summits.⁴³

England-Africa Partnerships

England-Africa Partnerships (EAP) was funded by the former Department for Innovation, Universities and Skills (DIUS) (now the Department for Business, Innovation and Skills (BIS)). It was specifically for higher education partnerships between England and sub-Saharan Africa, and aimed to help develop and strengthen capacity in African higher education.

DIUS invested £3 million in EAP between 2005 and 2008, of which £1 million was targeted at partnerships with South African higher education institutions. EAP supported 32 partnership projects which all looked for inventive and practical ways to build capacity in African higher education and address key areas of need. Two rounds of projects were selected during September 2006 and March 2007: 11 in South Africa and 21 throughout the rest of sub-Saharan Africa. Projects were focused on themes such as health, climate change and agriculture.

The EAP programme has now been replaced by the Education Partnerships in Africa (EPA) programme, which will run from 2008–2011. BIS is investing around £4.5 million in EPA for English higher and further education institutions to engage in partnerships with sub-Saharan African universities⁴⁴ and education and training institutions. Northern Ireland has also offered funds for two of its higher education institutions.

EPA partnerships build institutional capacity to deliver entrepreneurship and employability skills in collaboration with local employers and social enterprises. EPA is managed by the British Council and through the council is working with BIS and the Department for Employment and Learning Northern Ireland (DELNI). The partnerships are for 12–18 months and will finish in March 2011. EPA has funded 72 partnerships in many sectors working to meet local needs.

Examples of EAP and EPA projects

The Design4Life project focused on community outreach for ethical fashion and textile design. It is an EAP partnership between Tabeisa UK (University of Greenwich and University of Coventry) with Cape Peninsula University of Technology; Walter Sisulu University for Science and Technology; Durban University of Technology; Tshwane University of Technology, South Africa and University of Education, Winneba, Ghana. The partnership has received further funding to develop entrepreneurial skills in poor rural communities.

ProfitNet – Small, Medium, and Micro-sized Enterprise (SMME) Learning Networks allows enterprises of this size to share experiences and increase profitability. It is a partnership between the University of Brighton (CENTRIM) and the University of KwaZulu Natal.

ELATE – (E-Learning and Teacher Education) – under EPA the partnership between the Open University UK and Makerere University focuses on integrating entrepreneurial and employability skills in course provision in Uganda.

Jua Kali'/Informal Manufacture Sector Collaboration aims to improve the training of unemployed youth through technology transfer, sustainability and entrepreneurship between Middlesex University and Kenyatta University.

VentureNavigator will develop an online education and development service to support aspiring entrepreneurs and businesses: partnership between the University of Essex and AfriHUB.

The University of Brighton in partnership with the University Hospital, School of Midwifery and Nursing, Lusaka will help to develop a critical care nursing workforce.

Scotland's international development policy

The Scottish Government has identified a role for Scotland in international development within its international lifelong learning strategy, published in June 2007⁴⁵. Previous funding in this area has focused on education as a key priority in development and Scottish higher education institutions have been able to apply for funding to work on international development projects.

Due to strong historic links between Scotland and Malawi, the Scotland Malawi Partnership was launched in 2004 to bring together the organisations in Scotland involved in links with Malawi. In 2005 the two countries signed a cooperation agreement and the partnership has received funding from the Scottish Government. Activities include dissemination of information, running a schools partnerships group, running an exchange programme between universities in Scotland and Malawi and organising events.⁴⁶

Malawi Millennium Project, University of Strathclyde

The main aim of the Malawi Millennium Project, based on self-help and sustainability, is to help educate the personnel necessary to train future generations of Malawian teachers, nurses, scientists, technicians and engineers to deal with the health and education problems in Malawi, one of the 10 poorest countries in the world.

The University of Strathclyde has academic links with the University of Malawi going back to the early 1990s. Many Strathclyde staff, students and alumni donate their expertise and organise fundraising events. Activities have included:

- supply of over 22,500 books and journals worth over £336,000 to the University of Malawi libraries over the last eight years
- establishment of the David Livingstone Clinic in Lilongwe in 2001. The clinic provides training facilities for student nurses and primary care to mothers and babies, under the supervision of staff from the Kamuzu College of Nursing. The clinic was funded by donations to the Malawi Millennium Project and funds raised by the University of Strathclyde's Graduates Association
- a consortium of all the teacher education institutions in Scotland, led by the University of Strathclyde, has secured funding of £327,000 from the Scottish Government Education Department (Teachers Division) to fund the development of the first BEd (Primary Degree) in Malawi.

The project initiated a campaign to formalise links between Scotland and Malawi, which led to a cooperation agreement in 2005.

More recently, Universities Scotland has been involved in setting up the Scotland Rwandan Development Group which aims to reduce poverty for a large section of the Rwandan people through skills and training. This support will be offered to their educational system across many streams, universities, schools and health staff. Key areas will be:

- grassroots agricultural projects to train farmers and improve food supply
- work to increase and improve tourism focusing on small-scale income-generation projects
- the quality of school teaching
- improving nursing training and research into neglected diseases to improve maternal and child mortality and the health of the wider population.

Universities Scotland provides administrative support (with funds from the Scottish Funding Council) in facilitating the capacity building links by Scottish academics in Rwanda working together with the Rwandan National Council for Higher Education. A Scottish team of academics has exchanged visits in 2007 and 2008 with a Rwandan team of academics. Higher education capacity is being built in Rwanda through workshops, assistance with external examining and research degree supervision. A number of students from Rwanda has also been able to study in Scotland on scholarships offered by Scottish institutions in partnership with the Ministry of Education in Rwanda and Rotary International.

Wales

The Welsh Assembly Government has produced the Wales international sustainable development framework to highlight the contribution that Wales can make to help deliver the Millennium Development Goals.⁴⁷

Higher education development programmes

Higher Education Links programme

In 2006 the Higher Education Links (HE Links) programme marked 25 years of successful collaborations between higher education institutions in the UK and those in the developing world. Between 1981 and 2006 the Department for International Development-funded programme supported over 3,200 links with higher education institutions in 48 countries.

Almost every UK higher education institution had an HE Link between 1981 and 2006.

HE Links examples

- Newcastle University/Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine and Metabolic Disorders: aims to reduce neonatal mortality and morbidity levels by training different cadres of health workers in providing essential care to newborns.
- Glasgow Caledonian University/Hashemite University and Middlesex University/Jordan University of Science and Technology: both links aim to improve midwifery education.
- School of Arts, Middlesex University/Margaret Trowell School of Industrial and Fine Arts at Makerere University, Uganda: aims to address the problems affecting the arts and crafts industry in Uganda and to create products that can compete in both local and export markets.

- University of Nottingham/University of Surabaya: aims to support the Indonesian government policy of reducing poverty, upgrading healthcare and making it accessible to the urban and rural poor by training pharmacists in drug information skills.

The Development Partnerships in Higher Education Programme

The Development Partnerships in Higher Education Programme (DeLPHE) succeeded the HE Links programme in 2006. It supports partnerships between higher education institutions in the UK and overseas, but is focused on a smaller number of countries than the HE Links programme. At the launch of the new scheme, Gareth Thomas, the International Development Minister, said:

'Universities across Africa and Asia are the engine rooms of the fight against global poverty. We are working with the British Council and UK universities to help kickstart exciting new research that we hope will increase our understanding of how best to improve the lives of poor people.

'Funding education and research at every level in the developing world will help unleash the potential of hundreds of researchers over three continents and drive solutions to poverty'.⁴⁸

The programme runs from June 2006 to March 2013. Higher education institutions from DFID's 22 'bilateral focus' countries are eligible to apply as lead partners.⁴⁹ Partnerships may be formed with any higher education institution across the world.

The overall goal of DeLPHE is to enable higher education institutions to contribute towards poverty reduction and sustainable development by building the capacity of higher education institutions to contribute towards the MDGs and promote knowledge and skills in science and technology. The fund expects to create around 200 partnerships.⁵⁰

Projects funded through DeLPHE

- A multilateral partnership 2006-2009 has just been successfully completed between Kathmandu University, Nepal/BP Koirala Institute of Health Sciences, Nepal/BRAC University, Bangladesh/Northumbria University, UK. This focused on influencing policy and practice in risk management for disasters through community-based initiatives in Nepal and Bangladesh.

- From 2006 to 2009, the University Teaching Hospital, Zambia, worked with UK partners, Brighton and Sussex University Medical School, University of Sussex, and Brighton and Sussex University Hospitals Trust. The project ran an HIV and AIDS education programme for nurses about antiretroviral therapy.
- The Southern Institute of Water Resource Research, Vietnam, is leading a collaborative arrangement with the Royal University of Phnom Penh and the University of Southampton. The project is working with rural communities on the sustainable management of river bank erosion along the Mekong River in Cambodia and Vietnam, 2007 to 2009.
- The University of Malawi is working in partnership with the University of Strathclyde on a funded project 2007-2010 to develop an active, self-sustainable centre for water, sanitation, health and appropriate technology.
- Strengthening health information and library services is a recent (2008-2011) project in Tanzania involving Muhimbili University of Health and Allied Sciences, Tanzania Library Service and the Royal College of Obstetricians and Gynaecologists and local NGO Partnerships in Health Information.
- A multilateral partnership between the University of Karachi, Pakistan/National Institute for Soils and Fertilizers, Vietnam/University of Dundee is developing eco-friendly, cost-effective biofertilisers. Partners are promoting plant growth and yield of different important crops such as wheat, corn, pulses and cotton.

Wellcome Trust African Institutions Initiative

The Wellcome Trust African Institutions Initiative has been set up to build a critical mass of sustainable local research capacity through strengthening African universities and research institutions. The initiative aims to:

- create equitable and sustainable south-south and north-south partnerships and networks between institutions
- build a critical mass of local research capacity and develop vibrant research environments geared to national priorities across Africa, including universities in the early stage of developing research potential
- support the human resources and infrastructure necessary for the administrative, governance, financial and management functions needed for institutions to deliver research excellence

- develop and build leadership at individual, institutional and national levels so that countries can better initiate and lead research activities
- support research leaders to act as beacons and role models to enthuse young scientists to develop research careers
- strengthen research training and build career pathways for the best and brightest researchers in clinical tropical medicine and health research more generally, including public health research.⁵¹

The initiative has around £30 million to support the creation of consortia and networks, both between higher education institutions and research institutes located within Africa, and between these institutions and UK universities. There is a particular focus on health research, including biomedical research and public health. Other scientific research areas may also be considered, where complementary to health research.⁵²

In July 2009 the Wellcome Trust stated that more than 50 institutions from 18 African countries, partnered in seven international and pan-African consortia within this initiative, received a share of the £30 million. The African institutions' partners include research and higher education partners as well as research institutes from Europe, the United States and Australia.⁵³

Royal Society/Leverhulme programme

The Royal Society and Leverhulme Trust recently launched a £3.3 million fund for partnerships between researchers in the UK and Africa. The money comes from the Leverhulme Trust but will be managed by the Royal Society.⁵⁴ The programme will run for three years initially with around six awards of up to £150,000 available to cover research, equipment and travel costs. The programme will support collaboration between scientists in the UK and colleagues in Ghana and Tanzania for research that is 'of significance for the wellbeing of Africa and its people'.

Priorities for the programme were developed by the Royal Society through discussions with the national science academics of Ghana and Tanzania and include:

- agriculture (including animal health)
- water and sanitation
- basic human health research (including medicinal chemistry)
- biodiversity (including medicinal plants and green chemistry)
- energy (including renewable energy).

Scholarships for developing countries

Despite recent changes in funding, the provision of scholarships by the UK government to students from the developing world remains an attractive and practical form of development assistance. Many UK universities also provide scholarships for students from developing countries.

Commonwealth Scholarship and Fellowship Plan

The Commonwealth Scholarship and Fellowship Plan is an international programme through which Commonwealth member governments offer scholarships and fellowships to citizens of other Commonwealth countries. The programme celebrated its 50th anniversary in 2009. The UK is the largest contributor to the plan and it is funded by DFID for participants from developing countries.

In the year ending 30 September 2007, the UK scholarship programme provided a significant number of awards to students from sub-Saharan Africa with 54 per cent of the DFID-funded awards going to sub-Saharan Africa.⁵⁵

Recently the Commonwealth Scholarship Commission evaluated the impact of the scholarships, drawing on the views of scholarship alumni.⁵⁶ Key findings included:

- 88 per cent of respondents had returned to their home country, allaying some concerns that scholarships lead to brain drain
- over 60 per cent of respondents came from sub-Saharan Africa and South Asia
- the largest subject areas were science, technology and engineering, health and environment
- 91 per cent of respondents felt that because of their scholarship they had accessed equipment and expertise not available in their home countries
- 70 per cent of respondents maintained links with UK universities after returning home and many also maintained other types of links with the UK.

Dorothy Hodgkin Scholarship Scheme

The Dorothy Hodgkin Postgraduate Awards (DHPA), launched in 2003, is a UK scholarship scheme to bring outstanding students from India, China, Hong Kong, South Africa, Brazil, Russia and 'the developing world' (as defined by the OECD's Development Assistance Committee⁵⁷) to study for PhDs at UK universities. Students are eligible to study in science, engineering, medicine, social science and technology. The 2008 round of awards provided funding for 87 new PhD students (26 core awards and 61 additional awards).⁵⁸

Overseas Research Student Award Scheme

The Overseas Research Student Award Scheme (ORSAS) has been running for 28 years and has provided a significant number of awards for postgraduate research students from developing countries. It has been funded by the four higher education funding bodies in the UK. In 2008 the Higher Education Funding Council for England decided to withdraw funding for ORSAS due to financial pressures. It is understood that the Scottish Funding Council will continue its funding and will run a Scottish Overseas Research Student Award Scheme from 2011/12.

For universities

- 1 Consider the inclusion of development work within international and/or corporate social responsibility strategies.
- 2 Consider how development work can be recognised and supported within academic careers.
- 3 Consider criteria for measuring the impact of development work.

**For higher education funding bodies/
research councils**

- 4 Consider contributions to international development as appropriate funding impact measures.
- 5 Consider how research and project assessment mechanisms can recognise development work.
- 6 Consider how funding could be matched with resources from DFID and/or other organisations to support development work.

For government

- 7 Identify mechanisms for further engagement between DFID and higher education institutions to exchange information and inform policy.
- 8 Identify opportunities for further recognition by government of universities' role in development.
- 9 Consider how funding could be matched with resources from higher education funding bodies and the research councils to support development work.

For NGOs/charities

- 10 Consider whether further training/advice could be provided to universities to ensure appropriate delivery of research and knowledge.
- 11 Consider how funding could be matched with resources from government to support development work.

For Universities UK

- 12 Gather examples of existing activities to highlight the extent and nature of university engagement.
- 13 Encourage universities to highlight their role in and impact on development.
- 14 Identify potential opportunities to engage in development and alert members to those opportunities through connections with relevant organisations.
- 15 Identify and highlight development activities as important university activities in relevant documents and publications.
- 16 Engage with DFID, specifically in regard to research activities.
- 17 Continue to engage with other organisations on development issues such as the research councils and NGOs, to raise the profile of and opportunities for universities in the development community.

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Association of Commonwealth Universities – www.acu.ac.uk

AusAID – www.ausaid.gov.au

Department for International Development – www.dfid.gov.uk

Deutscher Akademischer Austausch Dienst (DAAD) – www.daad.de

Development Partnerships in Higher Education – www.britishcouncil.org/delphe

EU aid – <http://ec.europa.eu/europeaid>

GUNI (Global University Network for Innovation) observatory – www.guni-rmies.net

Higher Education for Development – www.hedprogram.org

International Commission on Education for Sustainable Development Practice – http://mdp.ei.columbia.edu/sitefiles/file/Final_Report_2008.pdf

International Development Research Centre – www.idrc.ca

Leverhulme Trust – www.leverhulme.ac.uk

NUFFIC – www.nuffic.nl

Royal African Society – www.royalafricansociety.org

Royal Society – www.royalsociety.org

Talloires Network – <http://www.tufts.edu/talloiresnetwork/>

UNESCO – www.unesco.org

Wellcome Trust – www.wellcome.ac.uk

World Bank – www.worldbank.org

ACP	Africa, Caribbean and Pacific [group of states]
ACU	Association of Commonwealth Universities
APP	Africa Progress Panel
AUF	Agence Universitaire de la Francophonie
AusAID	[Australian government agency responsible for managing Australia's overseas aid programme]
BIS	Department for Business, Innovation and Skills [UK]
CERF	Central Emergency Response Fund [United Nations]
DAAD	Deutscher Akademischer Austausch Dienst [German academic exchange service]
DeLNI	Department for Employment and Learning Northern Ireland [UK]
DeIPHE	Development Partnerships in Higher Education Programme
DFID	Department for International Development [UK]
DIUS	Department for Innovation, Universities and Skills [UK]
EAP	England-Africa Partnerships [UK]
EDF	European Development Fund
EPA	Education Partnerships in Africa [UK]
FCO	Foreign and Commonwealth Office [UK]
GNI	Gross national income
GNP	Gross national product
HED	Higher Education for Development [USA]
IBRD	International Bank for Reconstruction and Development [World Bank]
IDA	International Development Association [World Bank]
IDRC	International Development Research Centre [Canada]
IoE	Institute of Education [University of London]
LIDC	London International Development Centre [University of London]
LSHTM	London School of Hygiene and Tropical Medicine [University of London]
MDGs	Millennium Development Goals
Nepad	New Partnership for Africa's Development [African Union]
NGO	Non-governmental organisation
NUFFIC	[Netherlands organisation for international cooperation in higher education]
OECD	Organisation for Economic Cooperation and Development
PSA	Public sector agreement
RVC	Royal Veterinary College [University of London]
SOAS	School of Oriental and African Studies [University of London]
SoP	School of Pharmacy [University of London]
TAI	Technology Achievement Index
UKCDS	UK Collaborative for Development Sciences
UK ODA	UK Official Development Assistance
UNCTAD	UN Conference on Trade and Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development

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