



Higher Education and Scientific Cooperation

Strategy

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Foreword



All concerned agree that the Millennium Development Goals (MDGs) are unattainable without higher education and scientific research.

Well-educated people are the driving force behind sustainable social and economic development. They provide a country with the highly qualified workforce it needs and are optimally equipped to meet the needs of a global knowledge society. Hence an efficient higher education system plays a key role in the development process.

Consequently, one of the main goals of Austrian Development Cooperation (ADC) is to strengthen partner countries' educational institutions and science and research capacities within the framework of the "Science and Education" sector priority.

The present strategy paper describes the measures being used by Austria to achieve its avowed policy goals with respect to higher education and scientific cooperation, as formulated by the education unit of the Austrian Development Agency.

Ambassador Brigitte Öppinger-Walchshofer
Managing Director, Austrian Development Agency

1. Introduction

As a basic right and public good, education is firmly established by Article 26 of the United Nation's Universal Declaration of Human Rights: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit." Since its inception, the education sector has been one of the thematic priorities of Austrian Development Cooperation and contributes to implementing the right to education.

The Higher Education and Scientific Cooperation strategy described in this document was developed with a view to accomplishing two main goals: (a) respond to the international policy guidelines put forward in the Millennium Development Goals (MDGs) and the Paris Declaration; and (b) implement key conclusions and recommendations from the ADC's 2007 evaluation of the education sector. The strategy described here is intended to serve as a direct implementation instrument and encompasses the key measures for the next five years.

2. General framework

According to Article 2 of the Federal Act on Development Cooperation¹, education is a priority area of activity for Austrian Development Cooperation. In the "Three-Year Programme on Austrian Development Policy (2008-2010)" of the Federal Ministry for European and International Affairs, education is defined as one of ADC's six sector priorities (besides water and sanitation, rural development, energy, private sector development, and governance). The "Higher education and scientific cooperation" section of the Three-Year Programme sets forth the policy framework that forms the basis for the strategy described in the present paper and whose main principles are as follows:

- Prioritising the strengthening of post-secondary educational structures, as well as science and research in the partner country.
- Going forward, the programmes will focus on institutions in ADC partner countries.
- Institutional cooperation and regional networking between Austria and the partner countries, and between the partner countries themselves.
- Focusing on specific regions and themes.
- Making the programme more relevant in terms of poverty reduction and a sustainable development process.
- Integration into the European Higher Education and Research Area is a key concern for the countries of Eastern and South Eastern Europe.

ADC's evaluation of the education sector raised key strategy issues and came to the following conclusions: Cooperation in the sector Education in the South should foster the strengthening of basic education in light of the relevant international agreements and objectives as well as the needs of partner countries with a view to improving

The quintessence of the aforementioned findings is embodied by the following two recommendations: "After the expiry of present contracts, Austria decides a

¹ Bundesgesetz über die Entwicklungszusammenarbeit (EZA-Gesetz), Bundesgesetzblatt vom 29.3.2002

moratorium on all scholarship programmes implemented in Austria. Austria takes a policy decision as to whether education shall be made a strategic pillar of Austrian Development Cooperation.”² The strategy described in the present paper addresses these issues and recommendations in a manner that takes account of the Austrian Development Agency’s programme development capacity. Taking international good practices and professional standards as a starting point, this strategy describes the orientation of the higher-education sub-sector, with a view to improving the sustainability and impact of ADC projects in this area. It also provides a basis for the development of programme-based approaches within the framework of country and regional programming.

3. Working definition of “higher education”; objectives of the strategy

Higher education is a sub-sector of a country’s educational system in which development cooperation can be carried out to contribute to capacity development and thus poverty reduction in a given society or country. The term “higher education” refers to the tertiary education sector and mainly to courses of study that prepare students for scientific and research-oriented careers, as well as careers that call for a high level of professional qualifications. Some study courses are oriented toward specific and more practical, technical skill sets.

Higher education is formal education that is provided by an institution of higher education and whose successful completion is marked by conferring a university degree, i.e. a bachelor’s, master’s, doctorate or other diploma. Admission to an institution of higher education (i.e. a college, university or the like) generally requires a secondary school certificate or equivalent qualifications. Unlike higher education that mainly focuses on technical and theoretical matters, vocational training prepares students to practice a specific trade or profession.

As regards the connection between capacity development and higher education, it should be noted that capacity development is an umbrella concept that relates to the elaboration of international development cooperation activities. “Capacity” is understood as the ability of people, organisations and society as a whole to manage their affairs successfully; in contrast to the traditional concept of capacity building, “capacity development” is a process of internal change whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time. This goal cannot be achieved through education and training alone, for the following elements are indispensable as well: (a) the knowledge and know-how of the individuals and groups concerned; (b) the institutions in which these individuals and groups live must be of a certain quality; and (c) an environment that fosters the capacity development process. The strategy described in this document aims to sustainably strengthen higher education systems and scientific and research capacities in ADC priority countries by efficiently combining higher-education projects and development-related applied research.

² Evaluation of the Education Sector of Austrian Development Cooperation and Cooperation with South-East Europe, Executive Summary, p.11:
http://www.entwicklung.at/uploads/media/4074_education_adc_final_report.pdf

4. Relevance of higher education to poverty reduction

An efficient and effective system of higher education is regarded as an indispensable precondition for reaching the Millennium Development Goals (MDGs), as well as for sustainable social and economic development in a given region or country. In 2005 the Commission for Africa, as well as the UN Millennium Project's *Sachs Report*, underscored the need to increase investments in higher education, science and technology. In addition, the resolution on education in the UN's 2005 progress report on the achievement of the MDGs called for increased development not only of primary education, but also of secondary and tertiary education. In 2009 UNESCO will hold an international conference titled *The New Dynamics of Higher Education*. In the same vein, key EU documents have emphasised the important role played by science and research in development cooperation.³

Hence it is indisputable that investments in academic training and research need to be increased and that education consists of more than just MDG 2, i.e. universal primary education. Moreover, studies have shown that greater access to higher education is a strong incentive for parents to send their children to primary and secondary school.

Higher education and scientific research can promote achievement of the eight MDGs on various levels and can play a key role in mobilizing and providing resources. This depends on the quality of education available, as well as affordability, accessibility and the concrete relevance regarding poverty reduction:

- Efficient implementation of domestic policies, strategies and programmes aimed at reducing poverty, ensuring an adequate food supply, and promoting good governance (MDG 1)
- Promoting sustainable economic growth (MDG 1)
- Improving educational system quality (MDG 2 and 3)
- Promoting gender equality and empowering women (MDG 3)
- Providing technical training in areas such as agriculture, water, infrastructure, natural resources protection, rule of law, and health (MDG 4–7)
- Institutional capacity building with a view to increasing the absorption capacity of aid funds (MDG 8)
- Knowledge generation and participation in global knowledge production (MDG 8)

Thus the priorities are well justified. Nevertheless, it should be borne in mind that while investments in higher education yield very good economic benefits in growth economies, investments in lower educational levels make a greater contribution to eradicating extreme poverty in stagnating agricultural economies.⁴ Hence the analysis, planning and programming processes must take account of a country's education sector as a whole, as well as the interdependencies of its various educational levels.

³ See also: FMEIA: Three-Year Programme on Austrian Development Policy 2008–2010.

⁴ See Nuffic, Policy Brief: Achieving the Millennium Goals in sub-Saharan Africa, p. 9.

5. Description of the baseline situation

5.1 Baseline situation of Austrian Development Cooperation

The Three-Year Programme on Austrian Development Policy 2008-2010 accords priority to education in general, and to higher education and vocational training in particular, in ADC East country programmes for Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Moldova, Montenegro and Serbia, as well as at the regional level. As to ADC South countries, technical and vocational education and training is priority sector in Burkina Faso. Measures in the areas of capacity development, scientific cooperation, and applied research are realised as adjuncts to programmes in East Africa and the Himalaya-Hindukush region, as well as in the priority countries of Uganda, Ethiopia and Nicaragua. In the remaining priority countries, educational activities are of a supplemental nature or are carried out in other sectors.

Approximately 15 percent of ADC's programme and project budget is spent on education. For many years now, support has focused on higher education, including research, followed by vocational training, and to a lesser extent primary education. According to ADC education statistics, ADC education expenditures in 2007 amounted to roughly EUR 12.5 million, with 60 percent per year of such expenditures to date having gone to higher education. In 2007 ADC educational funding went to South Eastern Europe (31 percent), sub-Saharan Africa (30 percent) and developing countries as a whole (39 percent).

ADC development funding is widely dispersed owing to (a) the high proportion of NGO projects in the education sector; and (b) the fact that scholarships for foreign university students in Austria have been the primary instrument thus far and are open to students from developing countries around the globe. This approach demonstrably results in a situation where support either has no structural impact, or its impact occurs randomly.

This practice of awarding scholarships has also resulted in the development of multifaceted relationships and cooperation between Austrian universities and research institutions on one hand, and developing countries on the other. The nature of these relationships is often determined by the scope of the commitment and interests on the part of the individuals concerned. The knowledge and know-how that has resulted from these relationships could serve as a basis for long-term institutional cooperation (see section 6.3). Moreover, it is somewhat difficult for Austrian universities to show a commitment to and interest in development policy due to the absence of development goals in their profiles and the results-oriented nature of their financing. In addition, ADC has thus far provided little support for non-academic research.

The fact that ADC East's partner countries participate in the Bologna process for integration into the European Higher Education Area makes for a special baseline situation. South Eastern European universities have traditionally been structured mainly as training and teaching institutions. The transformation process of moving these institutions in the direction of teaching and research already began with the inception of the Bologna process. This clearly defined goal is also a key determining factor for the nature of the reforms that are needed.

Programmes such as CEEPUS (Central European Exchange Program for University Studies), whose establishment was initiated by Austria, have been implemented with a view to strengthening the higher education sector in South Eastern Europe. Of particular relevance for this region are the EU's Erasmus Mundus and Tempus programmes. In addition, South Eastern European universities are eligible for funding from the EU's Research Framework Programme.

5.2 Challenges

Harmonisation and alignment

The national education reform programmes of Southern partner countries mainly centre around primary and secondary education. Strategies for research and higher education are scarce or are sometimes not harmonised with general development plans. Moreover, donor coordination is in its infancy.

Access to higher education

The direct costs entailed by higher education constitute a major roadblock to higher education for disadvantaged groups. Moreover, the poor quality of primary and secondary education in impoverished areas is prejudicial to equal access to higher education – which particularly concerns women.

Costs

The per-capita costs for higher education exceed those for pre-tertiary levels. Universities are chronically under-financed in spite of high expenditures in absolute terms. This is the main factor behind the unsatisfactory conditions, poorly maintained facilities, shortages of instructional materials and low salaries that characterise tertiary institutions.

Quality

Curricula are often not oriented toward local situations, equipment is in short supply, teaching methods are outmoded, and there is little connection between the academic environment and the working world. Direct contact between tertiary education and social, cultural, ecological and economic reality makes teaching and research more relevant. The number of private education providers is rising rapidly. At the same time, the international educational services sector has spawned a vast array of options of often unverifiable quality.

Poor governance and inadequate statutory frameworks make universities more vulnerable to corrupt practices. In a corrupt educational system, students learn that money rather than merit paves the way to academic success, rather than specialised knowledge and competencies that will enable students to contribute meaningfully to their country's social and economic advancement.

Brain drain/brain circulation

The risk of brain drain is reduced when colleges and universities are managed in an efficient and transparent manner, an open atmosphere prevails, the curriculum is relevant to the country's current needs, and students have sufficient opportunities to apply their acquired experience and competencies. Moreover, there is a certain competition between the EU and U.S. for qualified personnel, thus promoting migration from less developed countries. Countermeasures aimed at slowing this trend should be instituted at the international level and brain circulation should be fostered.

Self-interest

Most programmes for research and higher education pursue not only development policy goals, but also serve to further the interests of the donor country. A comparison of various international evaluations⁵ has shown that the foreign policy establishments of donor countries tend to regard programmes for higher education and research as a means to further national interests and promote good international relations. Moreover, donor ministries of education and research mainly tend to view such programmes as a way to promote the internationalisation of

⁵ Boeren, A bird's eye view: Lessons from evaluations of international cooperation programmes in higher education, research and manpower development, 2005

domestic institutions. Universities and research institutions profit from the internationalisation of their activities. And above all, development cooperation aims to ensure that the aid granted to partner countries is spent efficiently to strengthen human resource and institutional capacities in these countries. The difficulty of striking a healthy balance between the various interests involved often translates into programmes whose design is insufficiently results-oriented.

6. Strategic approach and key areas of work

Development programmes in higher education and science are based on general development policy goals and principles, as well as sector specific domestic and international experiences. As a strategic approach, capacity development is operationalised in the programme design.

6.1 General guiding principles

Poverty reduction

ADC activities for higher education and applied research relate to partner countries' poverty reduction strategies. Improving these countries' higher education and academic research system can make a major contribution to efficient implementation of national policies, strategies and programmes aimed at reducing poverty and achieving the MDGs. ADC helps to elaborate educational strategies and the consequent reform measures in partner countries that are still lacking these strategies.

Demand orientation and ownership

ADC programmes are clearly keyed to the needs of the target partner government or institutions, and cooperation is based on clearly and jointly defined partnership principles. Ownership can be strengthened by transferring to the partner country or institution the responsibility of identifying and explaining their demand, and of planning, defining and implementing their programmes and projects on their own. Programme structures and regulatory frameworks should be designed along these lines.

Context orientation and participation

ADC measures take account of the socio-economic and political situation in the partner country. No ready-made approaches are applied; for what works in one country or one institution may be less successful in another setting. A flexible programme design enables partner country organisations to define their needs according to their strategies and capacities, as well as local situations.

Inclusion, gender equality and female empowerment

In keeping with the human rights-based approach and the holistic concept of inclusive education, ADC places particular emphasis on promoting access to higher education for marginalised and disadvantaged social groups – namely minorities, individuals from impoverished regions, and disabled persons.

Gender mainstreaming, which strives for gender equality and empowerment of women, entails the following: “Gender mainstreaming concerns planning, (re)organisation, improvement, development and evaluation of policy processes so that a gender equality perspective is incorporated in all development policies, strategies and interventions, at all levels and at all stages by the actors normally

involved therein.”⁶ A gender mainstreaming approach is systematically applied throughout all ADC programme and project cycles. This means in addition to affirmative action quotas for women, that strong emphasis is placed on gender-sensitive curriculum development as well as research programmes that promote gender equality.

Good governance; anti-corruption measures

Corruption is a sign of ineffectual governance and can only be eradicated through an integrated approach that takes account of internal factors (chiefly at the institutional and management levels) and external factors (at the political, legal, economic and awareness raising level) that promote corruption. Anti-corruption measures in the education sector fall into three main categories:⁷ the creation and maintenance of a transparent regulatory system; strengthening management capacities so as to promote accountability; and increasing ownership and participation with respect to the relevant processes.

Harmonisation and complementarity

Donor organisations should coordinate their programmes at the national and international levels. In order to ensure that Austrian universities and research institutions can play an active role in development cooperation, domestic strategies and programmes should encourage and promote their participation. This in turn necessitates reciprocal harmonisation of the policies of the relevant Austrian line ministries. At the same time, the scope of services of Austrian universities should include international cooperation with developing countries. Moreover, efforts should be made at the international level to ensure that the programmes carried out by the various donors complement each other.

Results orientation and sustainability

Participation in a training programme or earning a degree is not an adequate yardstick of project success. ADC support aims to foster a sustainable development process by strengthening local institutions. There is room for improvement in terms of planning, implementation and reporting for all ADC activities in general.

6.2 Key areas of work

6.2.1 Institutional capacity development

All activities in priority countries and key regions centre around capacity development (see section 3) in public universities and research institutions so that they can contribute more efficiently to reducing poverty and achieving the MDGs. Toward this end, structures are comprehensively strengthened from a human resource, institutional, and systemic standpoint. Programmes with lasting effects promote capacity development not only in terms of teaching and research, but also at the planning, governance, organisational, management, and policymaking levels – and in a manner that fosters participation by the competent ministries and relevant stakeholders. Targeted aid measures should be integrated in organisational development and coordinated support for change at the system level.

Austrian universities and research institutions as well as ADC partner countries already cooperate in many different ways. In the coming years, ADC intends to increase the scope of its support for research and higher education via this strategy and to foster structured institutional cooperation.

⁶ See ADC Policy document, Gender equality and empowerment of women, p. 5.

⁷ See (a) the recommendations in UNESCO/IIEP: *Corrupt schools, corrupt universities: What can be done?* 2007; and (b) Transparency International: *Corruption in the Education Sector* (Working Paper 04/2007).

6.2.2 Focus on specific regions and sectors

The geographic focuses of ADC also apply to research and higher education. The current global approach is being phased-out in favour of a focus on priority countries and key regions whose development strategies serve as a reference framework. The relationship between each measure and the relevant ADC country/regional strategies and/or thematic policy papers is clearly defined in all cases. Moreover, programme efficiency in the various sectors is strengthened by means of the relevant applied research and higher education. ADC programmes focus on the following areas:

- Educational and research systems
- Programme priorities for specific countries or regions in the following domains: Water and sanitation, rural development, energy, private sector development, and governance
- Overarching goals of ADC: poverty reduction, environmental and natural resources protection, and peace building
- Strengthening the competencies in economics and social sciences needed by partner countries to implement national poverty reduction strategies and improve governance

6.2.3 Quality assurance and quality enhancement

The following measures potentially improve educational quality in partner countries:

- Support, via consulting, information sharing, and training, for reform, planning and conceptualisation of education, science and research systems
- Promoting quality management and governance
- Curriculum development: syllabuses should focus on skills development; they should be based on local needs, be designed accordingly and integrate innovative content and methods
- Implement and maintain quality standards in respect to teaching and learning methods, as well as research: the relevant personnel should receive training that furthers this goal
- Integrate training for academic, technical and administrative personnel into institutional capacity development (see “Scholarship programmes” in section 6.2.4)

6.2.4 Cooperation and partnerships

North-South and South-South cooperation, as well as knowledge networks, allow for systematic scientific knowledge sharing at the regional and international levels and constitute a key instrument for institutional capacity development. Partnerships of long standing can engender a cooperative mindset that is based on the partners’ strengths and is beneficial for both sides from a cultural and scientific standpoint. Such partnerships are also an efficient instrument for the promotion of brain circulation.

Another key factor in this regard is fostering cooperation between stakeholders in the scientific and business communities, particularly when it comes to public-private partnerships and supporting the establishment of technology and business centres for innovation and technological/economic development. This applies above all to South Eastern Europe/Western Balkan (see section 6.4) as well as other non-LDC countries.

Scholarship programmes

Scholarship programmes have been an integral part of development cooperation for many years now. Most such programmes are developed in and from the perspective

of the donor countries, as well as for purposes of highlighting their profiles. Scholarship programmes alone cannot improve the quality and efficiency of educational and research institutions. Hence ADC funding of such programmes based on the principle of individual financial support will be reduced. Scholarships that are granted must be demonstrably integrated into a comprehensive institutional capacity development programme. The benefits and relevance of scholarship programmes for development policy and their institutional impact can be enhanced if the following criteria are met:

- Training needs should be set out in the strategic development plans of the institutions concerned
- The benefits of a training should be readily apparent and have a visible impact beyond the individuals concerned
- Education and training should be directly related to a specific ADC project or a programme offered by another qualified stakeholder
- Educational and training measures should be realised as sandwich or joint degree programmes
- The country of origin/home institutions should demonstrably co-finance the target measure
- Affirmative action policies should be implemented for women, minorities and disadvantaged groups
- Educational and training measures should engender a substantial and convincing multiplier effect
- Subject-specific follow-up activities should be offered on the basis of scheduled tracer studies

6.2.5 Development research

The term “development research”⁸ encompasses a broad range of areas, including research *on* development (based on social sciences concepts such as the Development Studies), research *for* development (mainly scientific and technical studies, such as Research4Development), and development policy research.

ADC feels that, in addition to funding scientific capacity development in partner countries, the capacity of Austrian stakeholders to address international development issues also needs to be built up and strengthened. These efforts should centre on creating synergies and developing competencies in respect to applied research, basic research, training promising young researchers, as well as providing support for development cooperation and the elaboration of development policy. ADC wishes to further this process, and will prepare a position paper on development research in 2009.

6.3 Strategic specifics with respect to ADC South

In 2009 a modified form of the current North-South Dialogue scholarship programme will be integrated into an institutional higher education cooperation programme. This new programme, which is based on lessons learned via comparable international programmes, comprises two components: North-South higher education partnerships and a masters/PhD funding programme. The main emphasis will be on the former, which will be composed of various modules and will involve activities such as consulting, quality assurance, curriculum development, and development of academic programmes/courses of study with joint degrees. The programme will also contain or address the following elements: student and teacher exchanges; management, administration and equipment optimisation; and preparing applications for specific EU funding programmes. Each partner institution will be free to combine

⁸ See Langthaler M., *Entwicklungsforschung in Europa*, p. 6 ff.

various support mechanisms in accordance with the institution's strategic plans, so as to meet its needs optimally.

Partner country institutions can be strengthened most efficiently when research and higher education are an explicit element of the relevant ADC country or regional strategies – if not as a separate sector, at least as a standard component in the relevant sector programmes. This goal will be pursued in the medium term as part of the programming processes.

6.4 Strategic specifics with respect to ADC East

ADC-East prioritises higher education programmes in the national programmes of Bosnia and Herzegovina, Montenegro and Kosovo, as well as at the regional level. The focus here is on strengthening the higher education system as a whole, and supporting regional cooperation in South Eastern Europe, thus promoting integration into the European Higher Education Area. This involves strengthening the following: administrative processes in government ministries and public universities; institutions that support quality assurance and accreditation; and networking these institutions at the regional level.

Improving the quality of higher education is a multifaceted undertaking that entails the following: equivalent accredited academic degrees; transparency and participation; gender mainstreaming at all levels of university administration; taking account of cross-cutting issues; diversity of methods in teaching; entrepreneurship; innovative curricula; labour market and employment relevance; and an integrated approach to lifelong learning. The development policy profile of ADC activities is strengthened through systematic support for inclusive education and for access to higher education for a broad range of partner country social groups. In this regard, particular emphasis is placed on access to education for socially disadvantaged groups, as well as minority rights, with a view to promoting social inclusion in partner countries.

Going forward, the activities entailed by ADC measures will be assigned directly to local partners, in a manner that takes account of the partner country's existing institutional infrastructure. Transparent programme implementation is key when it comes to fostering good governance, and is also an effective anti-corruption instrument. Accountability that promotes recipient country ownership and development based on the demand of education institutions in the partner country are indispensable if such measures are to be implemented successfully. Moreover, in order to ensure sustainability, a programme-based approach is employed.

As the South Eastern European initiative of the Austrian Federal Ministry of Science and Research also aims to integrate Western Balkan countries into the European Higher Education Area, the synergies of the relevant measures are to be enhanced through increased consultation and cooperation between the relevant stakeholders. ADC activities must be harmonised and coordinated with these programmes, as well as with the activities of other donors. In so doing, particular care should be taken to adhere to the principle of complementarity.

As integration into the European Higher Education Area progresses, efforts will be made to reduce the scope of ADC's measures in the area of higher education and to increase the scope of its support for vocational training.

7. ADC partners

7.1 Cooperation in developing and transition countries

ADC engages in ongoing dialogues with centralised and local government stakeholders in partner countries with a view to putting higher education and research policy in concrete terms. These issues are also addressed within the framework of country-specific programming and harmonisation & alignment processes. Consultation with other donors can help to avoid programme fragmentation and redundancy and ensures that ADC and donor programmes are coherent. The ADC coordination offices play a key role in this regard and tailor their activities to the specific country and strategy concerned.

7.2 Cooperation at the international level

ADC plays an active role in the process of coordinating and harmonizing programmes carried out by donors in EU (Working Group on Education and Working Group on Research) and OECD/DAC member countries. Regional organisations and networks such as ADEA (Association for the Development of Education in Africa), the Steering Platform on Research for the Western Balkan Countries, the Regional Cooperation Council (successor to the Stability Pact for South Eastern Europe), and the Education Reform Initiative of South Eastern Europe (ERISEE) are instrumental in facilitating policy dialogues between donor and recipient countries. Cooperation at the international level also occurs in connection with multilateral organisations such as UNESCO and international financial institutions.

7.3 Cooperation in Austria

Austrian Development Cooperation's statutory mission is to assess the impact that policies of other line ministries have on developing countries during both the planning and roll-out phases, with a focus on the coherence of their development policies.

Austrian Development Cooperation also conducts ongoing dialogues with government and private sector organisations and stakeholders in the education and research sectors. The relevant interlocutors and cooperation partners to be expressly mentioned in this regard are those universities and research institutions that play or wish to play an active role in development policy research and practice. In the interest of motivating Austrian stakeholders to engage in development cooperation activities, particularly with African partners, ADC is planning to adequately design the relevant institutional cooperation programme (see section 6.3).

8. Financing

In implementing both national and international development targets, ADC strives for diversification of financing instruments in the education sector. In accordance with the applicable Three-Year Programme on the Austrian Development Policy, an optimally efficient combination of financing modalities will be applied. The modalities used in this regard include programme aid, basket funding, and demand-driven bottom-up instruments. Moreover, via suitable incentives, the options available via EU programmes for university and research cooperation with ADC priority countries in Southern regions, in particular with the African, Caribbean and Pacific (ACP) Group of States, should be leveraged.

Hence, depending on the budgetary resources available, ADC will verify whether the criteria for participation in sector budget support or other sector-wide approach (SWAP) financing instruments have been met in the partner countries where an intervention priority has been or is in the process of being set.

BL 40 Budget Line

The BL 40 Budget Line has been renamed “Education and Science” (former name: Education in Austria). In the past, this budget line applied to all developing countries, but is now limited to ADC South priority countries and key regions. Although higher education, science and research are not firmly embedded in the ADC strategies for the regions and countries concerned, these areas of work make a significant contribution to efficiency and quality improvement, as well as to the achievement of the MDGs in the various sectors. The BL 40 Budget Line is used to finance the following types of programmes and projects:

- South-South and South-North (Austria) partnership and cooperation programmes
- Strengthening capacities in respect to the ADC sector priorities (see section 6.2.1)
- Innovative and strategic projects that might be integrated into country and regional strategies and their budget lines in the future

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