

# PERSONAL EXPERIENCES AND REFLECTIONS ON NORTH-SOUTH CO-OPERATION IN TEACHING, RESEARCH AND CAPACITY BUILDING

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# 1. CONTEXT OF THE CO- OPERATION INITIATIVES



## 1a. Following circumstances determine the focus of North-South co-operation

- Perceived need to **create the necessary conditions for development** and poverty reduction in the “South”
- Lack of the necessary conditions is a manifestation of **capacity constraints** or **gaps**
- Hence: North-South co-operation in teaching, research is inclined towards **capacity building**



## 1b. What does “capacity” actually mean?

- **UNDP definition**
  - o Ability of individuals and organisations or organisational units to perform functions effectively and sustainably
  - o Power of something (a system, an organisation, a person) to perform or to produce
- **Categories of capacities**
  - o **Generic capacities** – Competences to manage the overall development process
  - o **Specific capacities** – Competences to manage specific aspects of the development process, e.g., *mobilisation of knowledge* (through research) and *dissemination of knowledge* (through teaching)



## 1c. And what does “capacity building” mean?

- **OECD definition**
  - o A process, whereby people, organizations, and the international humanitarian community as a whole unleash strength, create and maintain capacity to identify and meet humanitarian needs in a timely, efficient, and effective manner



## 1c. And what does “capacity building” mean? – conc.

- **UNCED definition**
  - o To enhance the (human, scientific, technological, organisational, institutional, and resource) ability to evaluate and address the crucial questions related to policy choices and modes of implementation and among development options, based on the understanding of the environmental potentials and limits and needs perceived by the people of the country concerned



## 1d. What does the related term of “capacity development” mean?

- The process whereby people, organizations and society as a whole unleash, strengthens, creates, adapts and maintain capacity over time
- Not the same as capacity “**building**” which suggests a process starting with a plain surface and involving the step-by-step erection of a new structure, based on preconceived designed



## **2. REASONS FOR FOCUSING ON CAPACITY BUILDING**



## 2a. Capacity is essential for development!

- **Achievement of the development process depend on the existence of certain capacities**
  - o Human capital
  - o Governance frameworks
    - ▶ Strategies
    - ▶ Policies
    - ▶ Laws and regulations
  - o Physical infrastructure
  - o Institutional / organisational capacities



## 2b. Growing consensus on the essence of capacity building

**The 2005 Paris Declaration on Aid Effectiveness**  
Calls for **capacity development** to be an explicit objective of national development & poverty reduction strategies

**The UN Millennium Project and the Commission for Africa**  
Challenges the world to treat **capacity development** with greater urgency

**The New Partnership for Africa's Development (NEPAD)**  
Identified **capacity constraints** as a major obstacle to sustainable development

**Capacity Development:**  
*One of the most important elements of aid effectiveness*

*Without sufficient capacity, development efforts will not succeed*



### **3. CHARACTERISING THE CAPACITY GAPS IN THE “SOUTH”**



### 3a. Teaching and research subject to the “universal” pattern of gaps in the South!

- **Human capital gaps**
  - o Needed to “internalise” and steer the process of
    - ▶ Mobilisation of knowledge through **own research**, as well as **linkages with external sources** of knowledge
    - ▶ Dissemination of knowledge through teaching, and other channels
- **Gaps in political leadership**
  - o Deficient, largely due to lack of awareness
- **Gaps in integrated governance frameworks**
  - o Strategies
  - o Policies
  - o Laws and regulations



### **3a. Teaching and research subject to the “universal” pattern of gaps in the South!**

- **Gaps in institutional / organisational frameworks**
  - Education and training institutions
  - Specialised research institutions
  - Institutional networks
    - ▶ Compared to other regions in the World, Africa has the smallest number of all these categories of institutions!
    - ▶ Also, compared to other regions, Africa has the lowest quality of education – with only 1 University ranking amongst the World’s to 100 (from time to time)
    - ▶ Africa is plays almost no role in research



## 4. LESSONS LEARNED



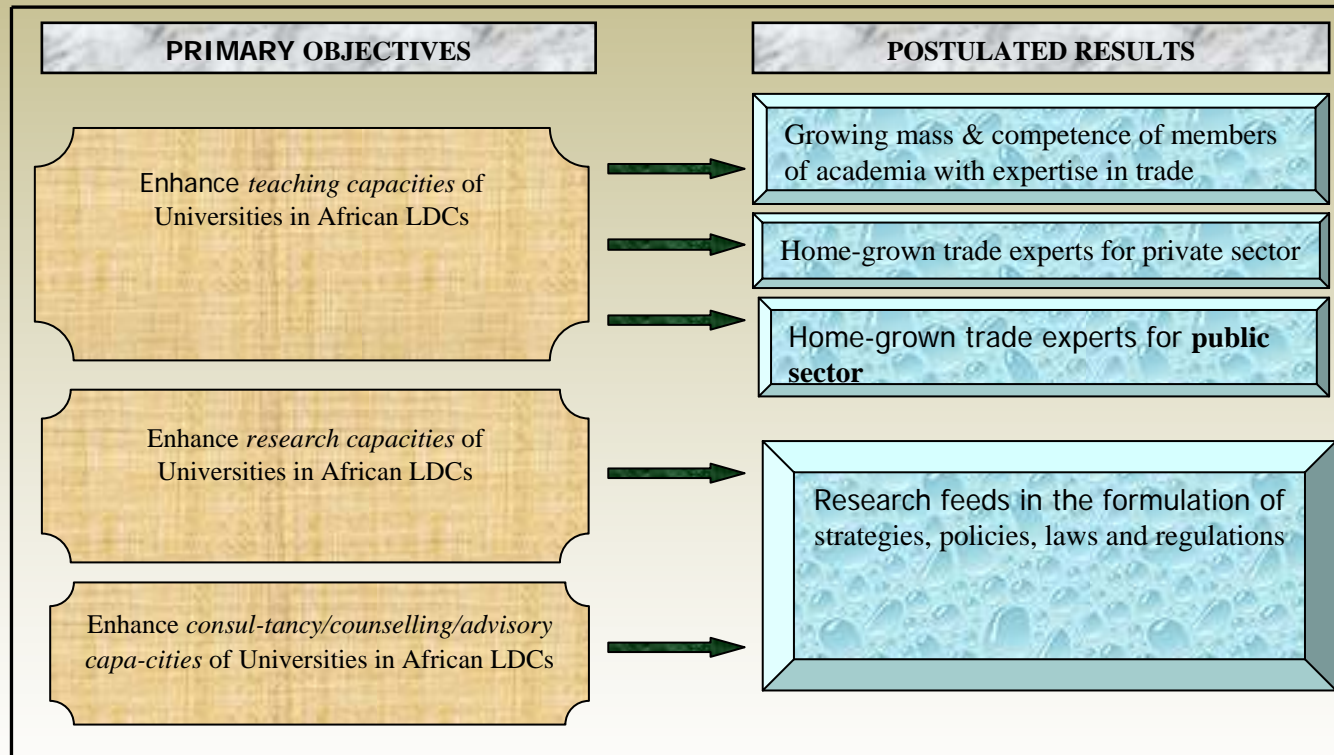
## 4a. Achievements

- In recent years more than US\$15 billion (1/4<sup>th</sup> of donor aid) went to “Technical Cooperation”, most of which dealt with capacity development
- With support from various organizations, capacity in research and teaching is slowly, but surely evolving in the countries of the “South”. The UNCTAD Virtual Institutes capacity building for academia in African LDCs is a case in hand.



## 4b. Achievements

Primary objectives and postulated results of the UNCTAD Vi's interventions





## 4b. Factors limiting the impact of capacity building

- Lack of **integrated approach** to capacity building
- Concentration on “**stop-gap**” measures instead of “**strategic**” measures
  - o “Stop-gap” measures offer only emergency remedy to the capacity shortfalls, but do not offer sustainable solutions
  - o Strategic measures seek to build sustainable local capacity
- Awareness of **decision makers** (from all stakeholder groups: government, civil society, private sector) taken for granted



## 4b. Factors limiting the impact of capacity building – contd.

- **Budgetary constraints**
  - o External donor dependency
    - ▶ Sustainability: donations “are not for ever”!
    - ▶ Scarcity of resources
    - ▶ Complicated funding modalities and conditionalities
    - ▶ **Abuse**: donors may not fully understand the dynamics in the beneficiary countries
    - ▶ Small proportion of **tangible aid**
  - o Limited budgetary allocations by governments
    - ▶ For decades, over 90% of research budget of the University of Dar es Salaam is donor-funded



## 4b. Factors limiting the impact of capacity building – conc.

- **Lack of integrated M & E systems**
  - o Most CB interventions are “input-oriented” and to a less extent, also “output-oriented”
  - o Little or nothing is done to capture the “outcomes” and “developmental impact” of capacity building
- **Lack of donor co-ordination**
  - o Limited budgetary allocations by governments



## **5. WHICH WAY FORWARD?**



## 5.1. Key considerations

- The architecture of capacity building measures may need to take into consideration local circumstances
- An integrated approach is the ideal situation, but hard to achieve
- Tackle misconception:
  - Capacity building tends to be seen as process, involving “transfers” (e.g., of knowledge, financial resources, etc.) from the “North” to the “South”, and not as a collaborative partnership
- Capacity building need to be understood as a responsibility of country with capacity gaps, with donors playing a supportive role

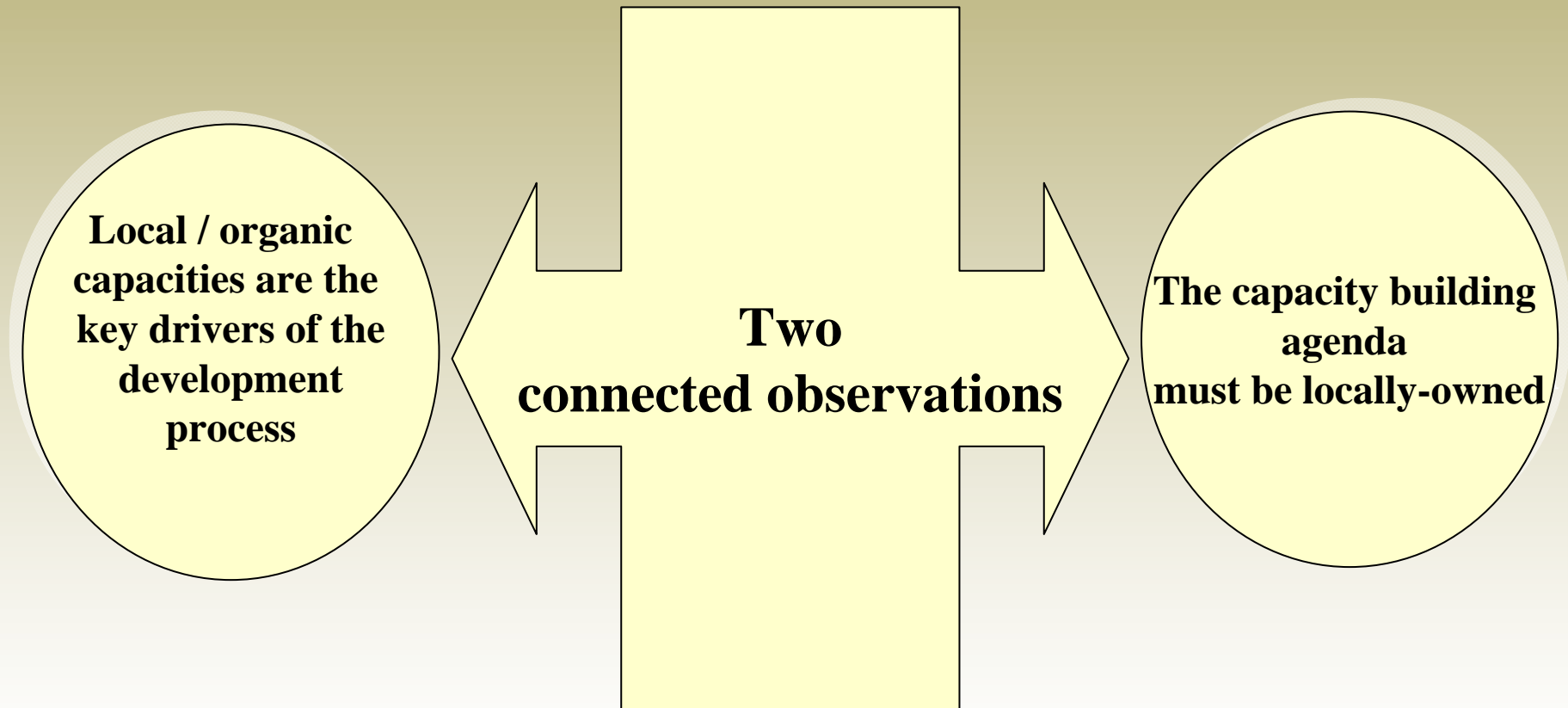


## 5.2. Build organic capacities

- To be effective and sustainable, capacity building must be part of an endogenous process of change, with national ownership and leadership as the critical factors. It must seek to build “organic capacities” to manage the development process

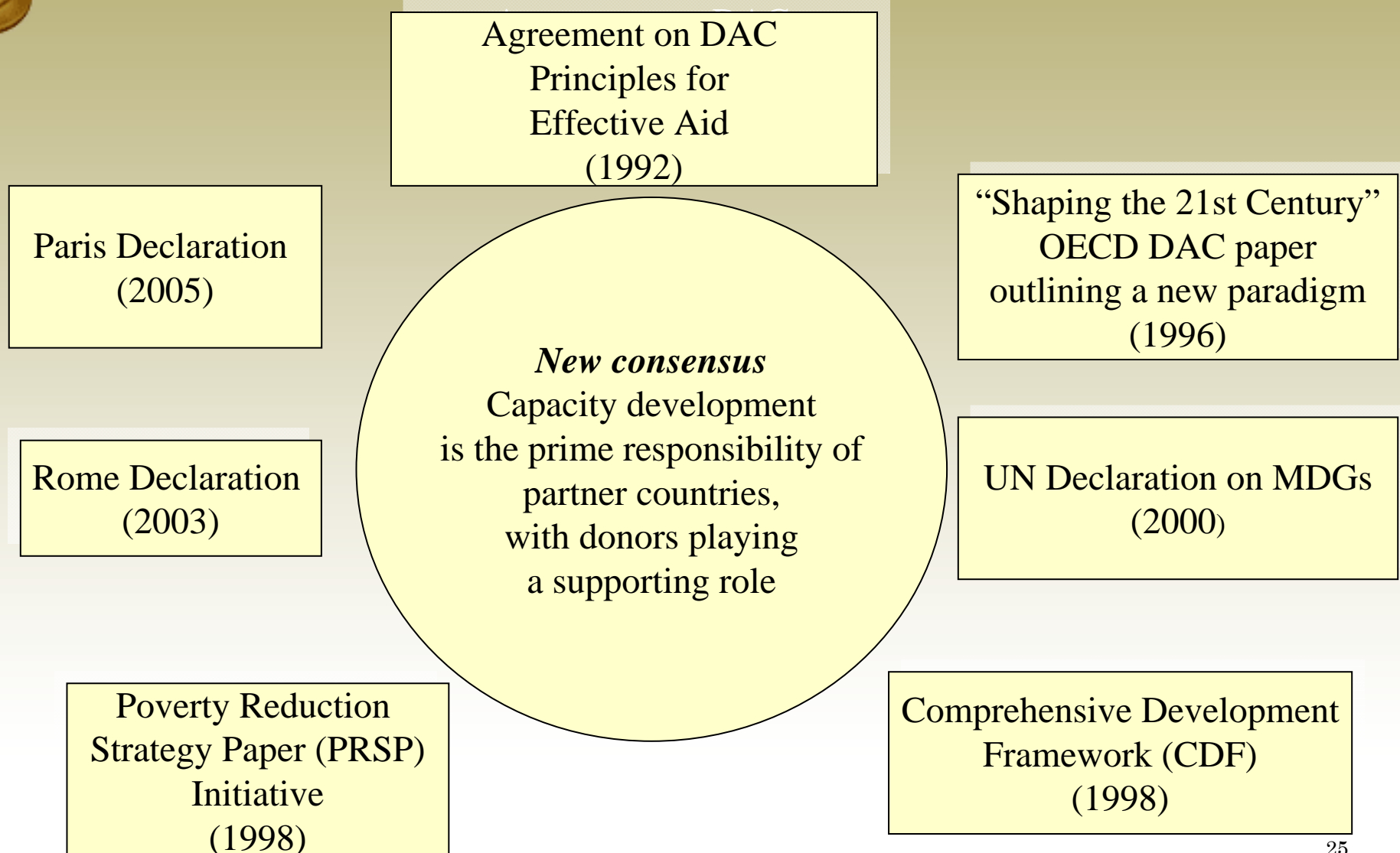


## 5.2. Build organic capacities – conc.





## 5.3. Harness “new consensus”





**THANK YOU FOR YOUR ATTENTION!**