

University Partnerships in Cooperation and Development Program Overview and Basic Education Study



Association of Universities
and Colleges of Canada



Association des universités
et collèges du Canada

Overview

- **Funded by CIDA's Canadian Partnership Branch**
- **3-5 million dollar Tier 1 projects (33 to date)**
- **\$750,000-1 million dollar Tier 2 projects (110 to date)**



Chile/Université du Québec en Outaouais

Purpose

- develop the human resources needed to address the Southern countries' sustainable development needs
- responsive and Southern driven
- a small amount of CIDA funds for Canadian public engagement



Uganda/UBC

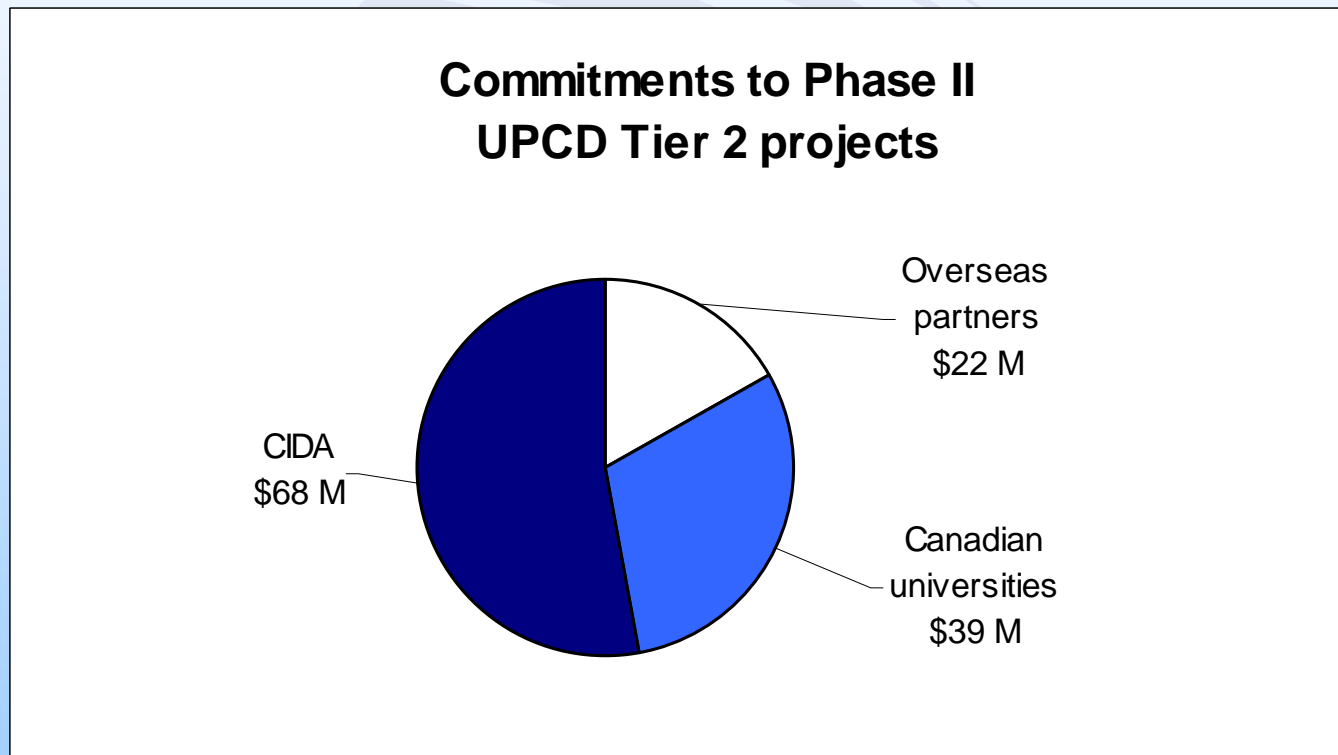
Partnership approach

- **cost-shared**
- **project design and management**
- **two-way sharing of expertise**
- **involvement of broad range of stakeholders**



Cuba/Université de Sherbrooke

Universities double CIDA's commitment



Leveraging

- **79% of projects leveraged additional funds, to extend project results**
- **13% of projects shared resources with other initiatives to extend results**
- **74% of projects surveyed created independently funded spin-offs**

*** from 43 operational Tier 2 projects surveyed in 2005-2006**

Program results

- **Education and training**
- **Research**
- **Community outreach**



Mexico/First Nations University of Canada

Education and training

- **78% of initiatives were for short-term training**
- **91% of initiatives were for Southern practitioners and professionals**
- **Estimated that over 60,000 people will be directly trained by the programs developed by the current Tier 2 projects by completion**
- **Multiplier effect by training trainers**

* from 43 operational Tier 2 projects surveyed in 2005-2006

Research

Action-oriented research:

- Use of indigenous knowledge
- Relevance and local ownership of the projects
- Sustainability of the results

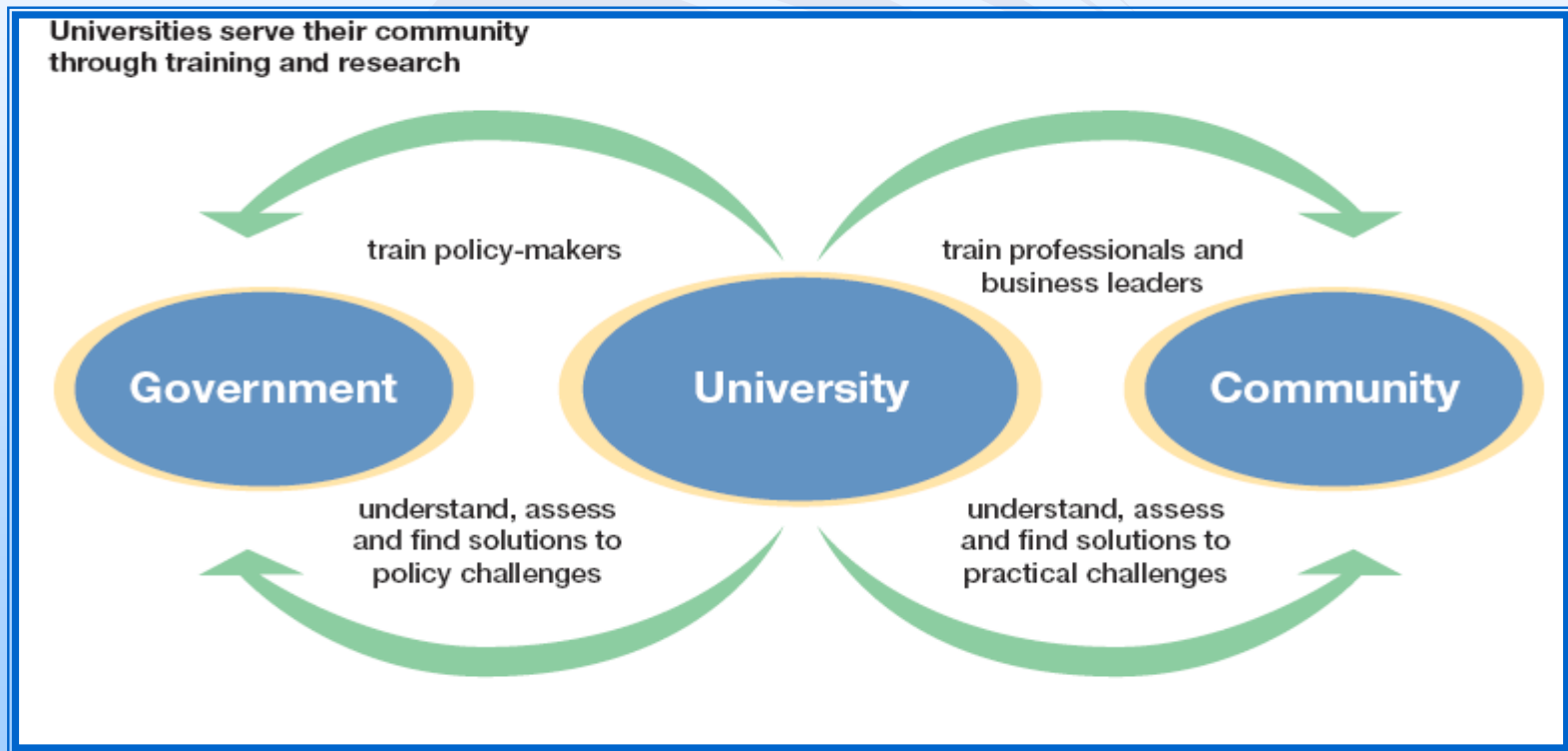
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Mexico/First Nations University of Canada

Community outreach

Universities act as a bridge



Community outreach

- **86% of projects strengthened Southern countries' governance**
- **93% of projects improved the Southern partners' institutional governance**



* from 43 operational Tier 2 projects surveyed in 2005-2006

The Gambia/Mount Saint Vincent University

Vision for Next Program

- **Build on past program and project successes**
- **Targeted and strategic interventions**
- **Build on strengths of universities in teaching, research and community outreach**
- **Design and deliver in consultation with stakeholders in North and South**

Basic Education Desk Study

Purpose of study:

- Establish UPCD contribution to basic education

Method:

- Review 100 Tier 2 projects since 1994 (60 completed/40 active)
- Annual, final and evaluation reports
- Validated by AUCC desk officers

Definition of Basic Education

- **Dakar Framework for Action (UNESCO 2000)**
- **Six overarching goals and 12 strategies**
- **Inclusive and broad definition of basic education**
- **All levels: primary, secondary and tertiary**
- **Various types of delivery: formal and non-formal**

Key survey instrument

Solicit project results in general including:

- **National education policy**
- **Sectoral capacity**
- **Organizational capacity**
- **Individual skills and competencies**
- **Cross-cutting issues (gender equality, access to BE for minority groups, research)**

Types of Results (4)

- **Education-specific results:** direct result in education sector
- **Cross-sectoral results:** acquisition of basic learning skills in other sectors (health, agriculture, etc.)
- **Indirect results:** development of capacity of those interacting with communities targeted by development and whose work includes an education dimension (health workers, extension agents, etc.)
- **No link to basic education**

Findings

- **Education-specific (12) and cross-sectoral (41) results**
- **Of Dakar Framework namely in terms of:**
 - **Goal 2 (universal primary education)**
 - **Goal 3 (youth and adult learning)**
 - **Goal 6 (quality)**

Findings continued

Education-specific results (12 projects)

- **National level: national policy on education (i.e. for distance education programs for teachers; creation of university to support education reform)**
- **Sectoral level: strengthening the education sector through the creation of networks, or other organizations**
- **Institutional level: support to schools**
- **Individual level: develop basic skills through involvement in projects: university professors, school teachers and school administrators**

Findings continued

Cross-sectoral results (41 projects)

- **Development of basic learning skills in sectors other than education: (i.e. agriculture, food security, environment, health, local development, etc.)**
- **Targeted community-based organizations, through two sub-groups, occupational groups and the general population**
- **Range of youth and adult participants via unions, local organizations, farmers' association, etc.**
- **Skills: community-based planning, management, marketing, decision-making, analytical and critical skills**

Findings continued

Indirect results (20 projects)

- **Contribute to reaching those who might impact on the capabilities of the poor to develop basic skills (results can appear somewhat tenuous)**
- **Occupational groups: health workers, community development workers, university personnel, extension workers, etc.**
- **Other results: gender and targeting minority groups**

Implications for future study and research

- **How to effectively harmonize and coordinate interventions**
 - **between the different levels of the education system; and**
 - **the levels of capacity development (individual, institutional, sectoral and national)**
- **Basic skills needed to engage in community-based interventions**
- **Better understanding of relationship between the various levels of the education and with the specific priority sector**
- **Linking skills and improved livelihoods**
- **Re-iterating the importance of gender results**