

A review of Higher Education Collaboration for Development Practitioners: Two Decades On.

*Capacity Building through Education Provision: A review of the
North-South collaborative programmes of MS-TCDC
and Kimmage DSC between 1994 – 2014*

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MS-TCDC



<http://www.mstcdc.or.tz>

Collaborative programmes – TCDC and Kimmage

- 1994 – 2000 Certificate in Management of Community Development programmes
- 2001 – 2004 National Diploma in Development Studies
- 2005 – 2013 BA in Development Studies (Level 7)

Data Collection for this Review

- Survey of Graduates: 492 questionnaires distributed
112 completed responses (23% response rate)
- Reflection Workshop (with FGD) for selected graduates (hosted by TCDC)
- Interviews with graduates & staff

Reflection Workshop 23/01/16



Key Questions:

1. Was capacity development achieved?
2. Was the partnership effective?



**Do you think the training you received
at the Centre in Arusha has made a
difference to your work?**

Yes: 112

No: 0

“Thanks to the course, my perception about human development, development concepts etc has changed. I am much more open to listen than I was before attending the course.” **Director, Angola**

“Am confident in working with different community groups and organisations from different cultures in addressing development issues including gender/protection and nutrition. In addition, I’m confident in project management and report writing.”
Programme Officer, UNWFP, Tanzania



“The programme opened my mind from being simply health-care oriented to the development arena. I am now working in a development setting, I intend to open a development centre in my community in future.” **Nutrition Specialist, Uganda**

“This programme was an eye opener for me in a number of perspectives. First, it gave me a clear understanding of why some development interventions succeed while others fail. Secondly, it opened my inquisitive mind that craved for a deeper understanding of development and lastly, the interconnectedness of some of the greatest challenges of our time – poverty, hunger, inequality and environmental degradation.”

Child Protection Specialist, South Sudan



Some perceptions of staff on whether capacity was achieved by participants of the programmes.

“Recently speaking with visiting professors from Kenya who think our methodology is unique – which is that which was applied in the BA (DS). They were not speaking so much on the content, but on the confidence it has given the students to raise their voices. So, that individual transformation that participants have experienced and is noticeable by outsiders is another achievement.”

- Suma Kaare, Principal MS-TCDC, (January 2016)

Some perceptions of staff on whether capacity was achieved by participants of the programmes.

”From the early days, Ronald Chitanda, who has gone on to run his own consultancy. Maanda Ngoitiko is [another] incredibly strong example, because she comes from a marginal group in Tanzania, and she ends up as being a leader in operating in politics at that level. Njuki Githethwa, now teaching in Tangaza institute in Nairobi, and coordinating a Community Radio Network across Kenya”.

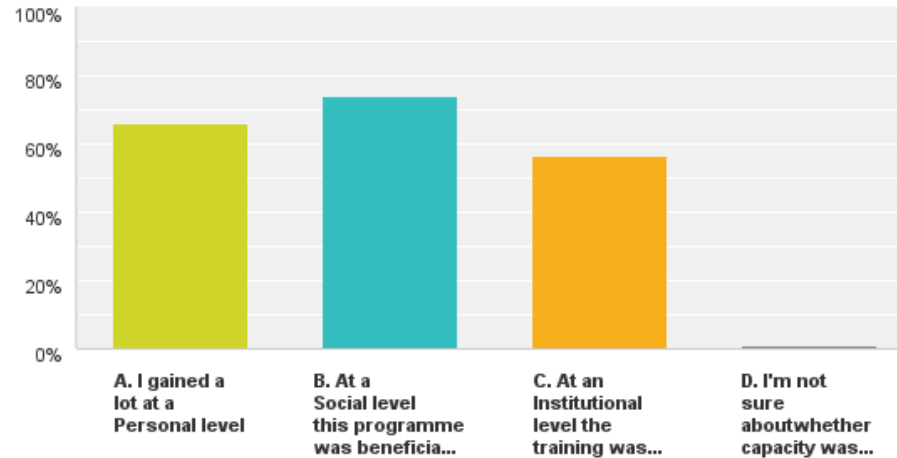
- Patrick Marren, Coordinator of Kimmage/TCDC programmes

Deborah Eade makes this statement about capacity building

A capacity-building approach means focusing less on supporting scores of projects and more on seeing any intervention within the wider context of social and other kinds of change – local, national, regional, and global. (Eade, 2007: 633)

Q22 What capacity development have you experienced as a result of your participation in the programme? Please indicate the kind of capacity against one or more of the check boxes below. Please explain a little more in the comment box at the end.

Answered: 103 Skipped: 9



Indications of the Type of Capacity Development Experienced	Options selected	%
A. I gained a lot at a personal level	68	66%
B. At a social level this programme was beneficial to groups and community with whom I have worked	76	74%
C. At an institutional level the training was helpful to the organisation(s) I have worked with	58	56%
D. I'm not sure about whether capacity was developed	1	1%

A sample of clarifying statements:

“I gained individually in that I got qualifications and skills but at the same time people I have worked with have gained immensely from my experience. My organisation has also benefitted a great deal because I have been able to take up more challenging roles in the organisation with confidence.” **Associate Manager, Kenya**

“At personal level, I am more confident to engage in with others over matters of personal growth. At social level, I have been more influential in facilitating positive change in groups and communities I work with. At institutional level, I am one of the most consulted individuals on a number of programme planning and implementation issues.” **Senior Programme Officer – HIV Prevention, Zambia**

A sample of clarifying statements:

“I have managed to mobilise villagers in my village to participate in solving social services in their area, example build a health dispensary and kindergarten, demand social services from their local government and now one community have water project which was initiated by me. My organisation is doing wonderful job because of having well planned objectives and programmes.” **Executive Director, Tanzania**

“I am finding it easy to speak out and share ideas at any level.”
Training Officer/Animal Husbandry Specialist, Zambia

Capacity building is an approach to solidarity-based partnerships with an infinite variety of expressions. While some of the ingredients can be identified, there is no global recipe, no quick fix. Partnership entails mutual accountability, and you cannot have one without the other. This includes accounting back honestly for decisions that affect others. This approach is demanding, and it calls for time, flexibility, shared risk taking, open dialogue, and a willingness on both sides to respond to feedback. Co-development is also far more rewarding than trying to be a catalyst, which exerts 'an impact or change on another component within a system without itself changing' (the last point citing Eyben (2006: 48). (Eade, 2007: 637)

COMMENTS FROM FORMER STAFF

“The learning for me was that not only the learner took something, but I, as a trainer, took something. I learnt also. It’s the learning that happened on both sides.” - Alais Morindat, former Head of Training

How complex the challenge of inspiring adult learners [is]....listening to what inspires people. How different types of experiences people would point out, and confuse me about what was important! The different learning styles that people have, being able to remain flexible and [adaptable] for learners - we had to be alert to this, or we would fail. Any time we felt we had the right approach/ methodology the next group would cause us to change our minds on this. This was putting the responsibility for learning into the hands of the learners. - Bo Damsted, former Vice-Principal, Head of Training

Bailey and Dolan (2011: 36)

PARTNERSHIP (from Wanni et al, 2010)

ownership
respect
trust
transparency
reciprocity



“The teachers exchange was an important key principle. the fact of Kimmage staff coming to Arusha, and enabling TCDC staff to come to Dublin was one thing that comes to mind. The togetherness - the trust - Tom coming down to clarify aspects” - Bo Damsted

“Kimmage was very influential in TCDC growing. TCDC had its own identity - it didn't become Kimmage, but retained its own identity, however much it was influenced by Kimmage. It remained a very distinct training institute. This was a good partnership in that sense, it's one, definitely, of the most equal partnerships that I've ever come across when you look at partnerships where one is Western/European partner and the other is based in Africa. A very good example of an equal partnership.”

- Stella Maranga – former lecturer, Head of Training MS-TCDC
(now working for African Union in Mogadishu)

Sustainability

Oliphant (2013) refers to the problem of longer-term sustainability. The question of limitations of time – usually bound by the necessities of project funding – is a clear challenge that all partnerships have to contend with.

“In terms of aid effectiveness I think we made a great achievement. Of course the issue of sustainability could have been possibly considered [more] – a good lesson for this partnership might have been to think much more thoroughly in terms of sustainability of the programme.”

- Dr. Suma Kaare

Limited Time

One of the persistent concerns of such programs and partnership schemes have been the brevity of their lifetime. Many development partners typically support higher education projects for three years. This practice has been often criticized for its lacklustre impact on institution and capacity building. (Teferra, 2016)

Continuous Experience

“I think from a Kimmage perspective, the fact that the partnership lasted so long. We were able to run a partnership over a very long period of time, and through various [respective] strategic planning processes, where the programme could have been dropped, and yet the partnership actually grew each time.” - Patrick Marren

A Critique of Partnership

(Rosalind Eyben)

There has been little public discussion of what we have learned from psychology; that ultimately, the only people we can change are ourselves (Harris, 1969) and that in order to be part of the solution, donors must recognise that they are part of the problem. (2006: 2)



A Critique of Partnership

Eyben criticises a mindset behind international aid policy and practice, as based upon a philosophical mode of thought described as Substantialist. (2011: 28-29) “This is why” she maintains, “in international aid quantifiable things play an important role as indicators of results achieved” and which can frustrate “the empowerment and capacity development efforts of agencies receiving official funding.”

A Critique of Partnership

Robert Chambers shares Eyben's perspectives on this "In much development practice, problems were aggravated by the way linear logic, assumptions of predictability, objectively verifiable indicators, impact assessments, logframes and results-based management were more and more required by donors and lenders." (2010: 13)



Two Modes of Thinking

‘Substantialism’ as “a mode of thought that categorises things, including people and abstract concepts.”

‘Relational Thinking ‘ is “an approach to donor action that is to develop long term and consistent relations with selected recipient organisations who are pursuing a social change agenda compatible with the donor’s own values and mission.” (Eyben, 2011: 29-30)

TCDC-Kimmage experience

“For institutional partnership to succeed personal relations matter. We (TCDC) had many other institutional collaborations, I don't think many were as equally productive as the one we had with Kimmage. When I looked back, some of the things I could point towards, that personal chemistry, it's something that is under-rated, not valued but it does make a difference.”

- Prudence Kaijage, former Principal, MS-TCDC

TCDC-Kimmage experience

“That it was an easy relationship we had, I wonder now: if the fact that there wasn't a financial transaction between us, if this contributed to the relationship feeling mutually beneficial? We remained in this relationship because we wanted to be there, not because we felt we wanted something. Kimmage as well. We got something from each other.”

- Stella Maranga

Questions arising from this study:

longer-term sustainability?

'finance-free' (or limited) helping relationships?

Do we work relationally? Or substantially?

Can we build more reflective practice into our partnerships?

How to replicate good relationships?

Conclusions:

- Capacity development did take place.....
- Partnerships can be challenging but extremely fruitful.....
- We should find ways to extend the life span of partnerships....
- Relationships are key, and must not be underestimated or undermined.....



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