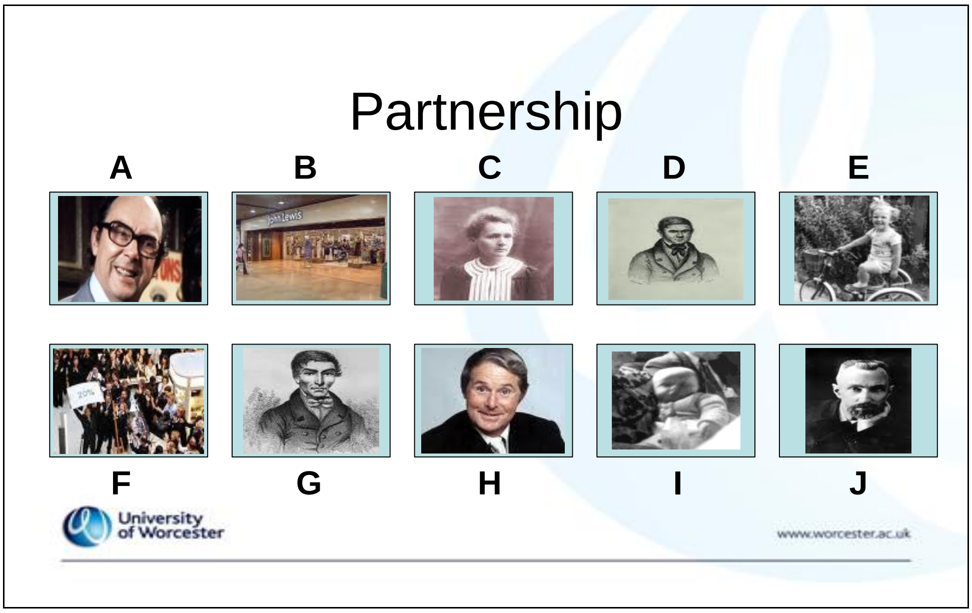
“Working with friends while cavorting with the enemy”: the paradox of partnership

Professor Rosalind Foskett, Inaugural lecture, 16th June 2010

Introduction

I have chosen partnership as the focus of my inaugural lecture because it has been a theme of my research over the years and is relevant to the challenging times universities find themselves in. Most of us in this room have experience of partnerships, and what I want to do this evening is to explore aspects of them from my own research into relationships between universities and other organisations. It is interesting that on the one hand, successful partnerships can bring tremendous benefits to individuals and organisations, but when people work together they also encounter problems which must be addressed. This is what I have called the paradox of partnership and what has been described as “working with friends while cavorting with the enemy”.

Mixed partners



I want to begin with a bit of audience participation. I have included on this slide some partnerships – some more recognisable than others!

A and H	Eric Morecambe and Ernie Wise
B and F	John Lewis and their staff (the partners)
C and J	Marie and Pierre Curie (pioneer in radioactivity)
D and G	William Burke and William Hare
E and I	Ros and Nick

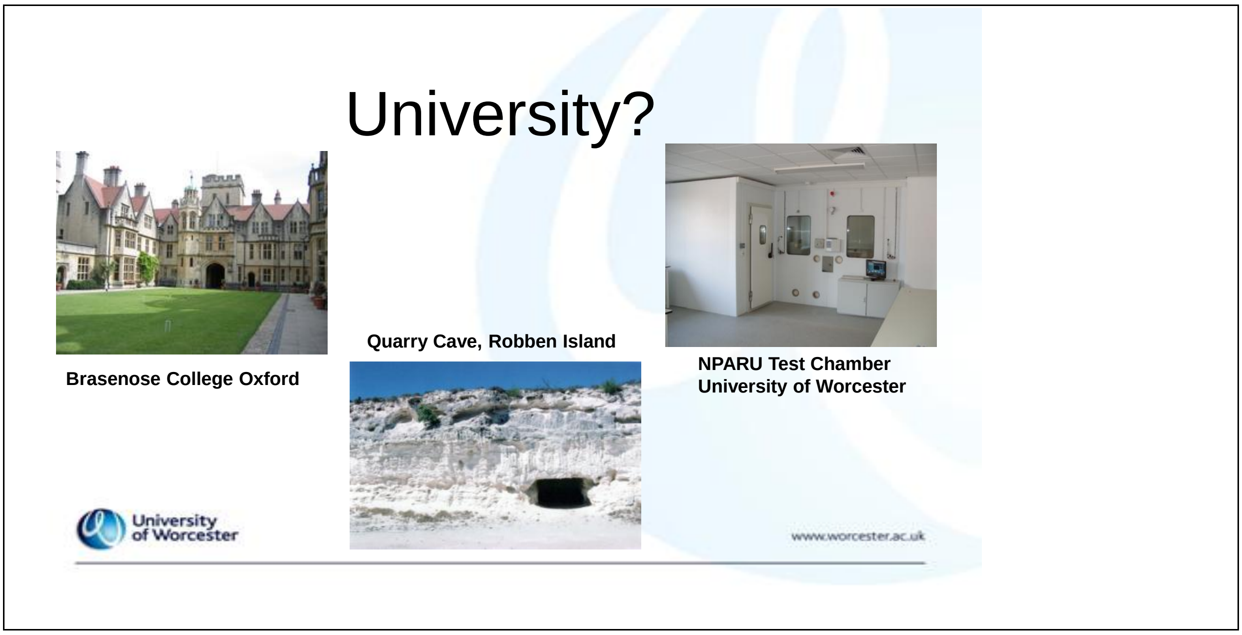
Unmixed partners

So the basic idea behind partnership is simple: It is about mutual benefit - it is about synergy – it is about sharing and experiencing with others. Of course, I hear you say, we all know what it is. But what I want to discuss this evening is that partnership can be a slippery concept and that successful partnerships are not easy to establish or maintain. At their best partnerships can be a good way to achieve shared aims but sometimes they are centrally imposed as a way of working, rather than a 'bottom-up' solution identified by the people involved (Slack, 2004).

Partnership is a mode of working which is now common in universities and essential to their business. Universities are powerful agents of societal change, and collaboration for research and development has existed for many years, but more recently there has been a strong steer for this also to happen in terms of the curriculum. New funding is often conditional on universities working in partnership: with other higher education institutions, with further education colleges and schools, with other public services, and with employers and business. The underlying belief is that by working more closely with others, especially with industry and business, more relevant courses or research will result, graduates will be more employable and this in turn will increase the competitiveness of the economy. On the face of it, this is an enticing view offering easy answers to intractable problems.

Purposes of a University

So what is a university and what does it do?



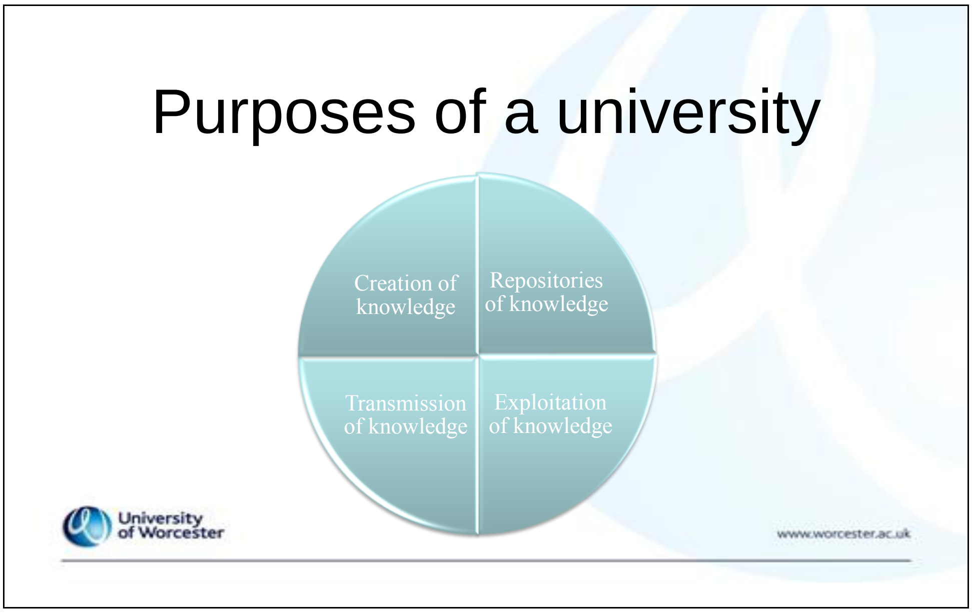
Slide 4: Images of a university

This slide shows some images of what a university might mean to people: **[clicks]**

- The first is an elite view of a university based on a monastic tradition – in fact, my alma mater – where scholarship would take place in a cloistered environment;
- Another view might encompass a research view of universities as centres of creativity - as illustrated here from the University of Worcester and NPARU;
- A rather alternative view is shown by the third picture. It is a view based on social justice and empowerment . It is the cave where Nelson Mandela, Walter Sisulu, Jacob Zuma and other apartheid prisoners sheltered from the sun when they were working in the quarry on Robben Island. The guards were not allowed to share the shade in the cave, they used this time to educate each other – Their motto was: “each one, teach one” – and so this cave is called the university by the ex-prisoners.

The purpose of universities is varied and the concept is contested. In 1826 Newman referred to universities as a pantechnicon – meaning a bazaar or marketplace - where a whole range of things (knowledge, expertise, wisdom and so on) are on offer and are traded (Newman, 1959). It is interesting that recent changes have moved universities much closer to this notion of engaging in a market, having products for sale, and contributing to a knowledge economy (OED, 1989, online).

Slide 5: Purposes of a university



Whatever the institution, certain key elements as shown on this slide are likely to be reflected in its stated vision and mission:

- Creation of new knowledge (research, innovation and development activity)
- Repositories of knowledge (expertise, scholarship and skills)
- Transmission of knowledge (education, teaching and learning)
- Exploitation of knowledge (knowledge transfer, enterprise and consultancy)

These fundamental functions and purposes of universities have changed little over time although the environment in which universities operate has altered beyond recognition. Recently, higher education has undergone vast changes and universities today are very different places than they were 30 years ago. Nowhere more is this apparent than in the student experience. Let’s just consider this for a moment.

Slide 6a Students 30 years ago

Students 30 years ago, entering a university, were part of an elite group (the top 5% of the ability range). They had managed to pass the barrier of achieving good A level grades mainly in academic subjects (the product of a curriculum which owed as much to the notions of ‘being educated’ in the Victorian era as to the needs of the modern world). They would share the experience of being a student with others of largely the same age (young), background (middle or upper class) and school experience (whether that was in a grammar or independent school). As a group, they would live together, study together and play together, and although finances for many would be very tight, they would be supported through their studies by a grant system. Most would be studying full-time during three discrete terms (as few as 24 teaching weeks per year at some institutions). The courses they would follow would mainly last for three years and be based on clearly defined disciplines and taught through traditional teaching methods such as lectures, tutorials, practical classes and seminars. Afterwards students would either continue with post-graduate study or enter the labour market through business or professional routes. Their expectation would be that this experience would be rewarded by a lifetime of higher earnings and professional recognition.

Clearly this description is an exaggerated generalisation – but nevertheless recognisable as the experience students of the time had of university life. Indeed it is what I experienced myself –likewise many of you in the room. Almost every aspect of this scenario has changed.

MOUSE CLICK

Slide 6b - some aspects stay the same! For those of you unfamiliar to the University – these are our sabbatical officers from the last 12 months including our past and new Presidents of the Student Union

Students now enter higher education with a range of qualifications and experience. The school curriculum has become broader with students now studying both academic and vocational qualifications. Mature students entering university may have traditional qualifications, a 'Return to Study' course or may be without formal qualifications but have demonstrated a readiness to study through a portfolio of Prior Experiential Learning. This heterogeneity of entry qualifications is matched by an increasingly diverse curriculum including a range of vocational programmes. The mass higher education market is diverse with students of varied ages, backgrounds, social context, ethnicity and experiences who will be studying full or part time, on or off campus, on courses of varying lengths available all year round. The expectation is that students will return to study again and again, as lifelong learners, as their learning needs change through life (Fryer, 1997).

Many students will not be resident in the university. They may live at home or off-campus and most will be in employment to sustain themselves and, possibly, their families. Courses have become flexible to cope with this additional demand on their time and increasingly the means to 'earn and learn' has been built into the courses (HEFCE, 2000). Traditional teaching and learning methods will be supplemented by enhanced independent access to learning resources via ICT. Students will hope that the investment they have made will bring a financial return but the reality is that most leave with significant post-graduation debt into jobs which may or may not require graduate level skills – if they can achieve employment at all. What a change in 30 years.

Slide 7: Domesticated and wild organisations

Universities have had to change significantly in response to the external environment – Carlson (1964) refers to such changes as organisations becoming ‘wild’ rather than staying ‘domesticated’. In the past, as domesticated organisations, universities were nurtured and protected by government. Funding was assured and their survival was almost guaranteed. Now, as autonomous organisations operating in a competitive market, they must change their behaviour and become much more entrepreneurial and enterprising – only those who are flexible, agile and responsive will be able to survive and thrive. Universities have had to become much more outward facing and must continue to develop this aspect of their work through partnerships in both research and education.

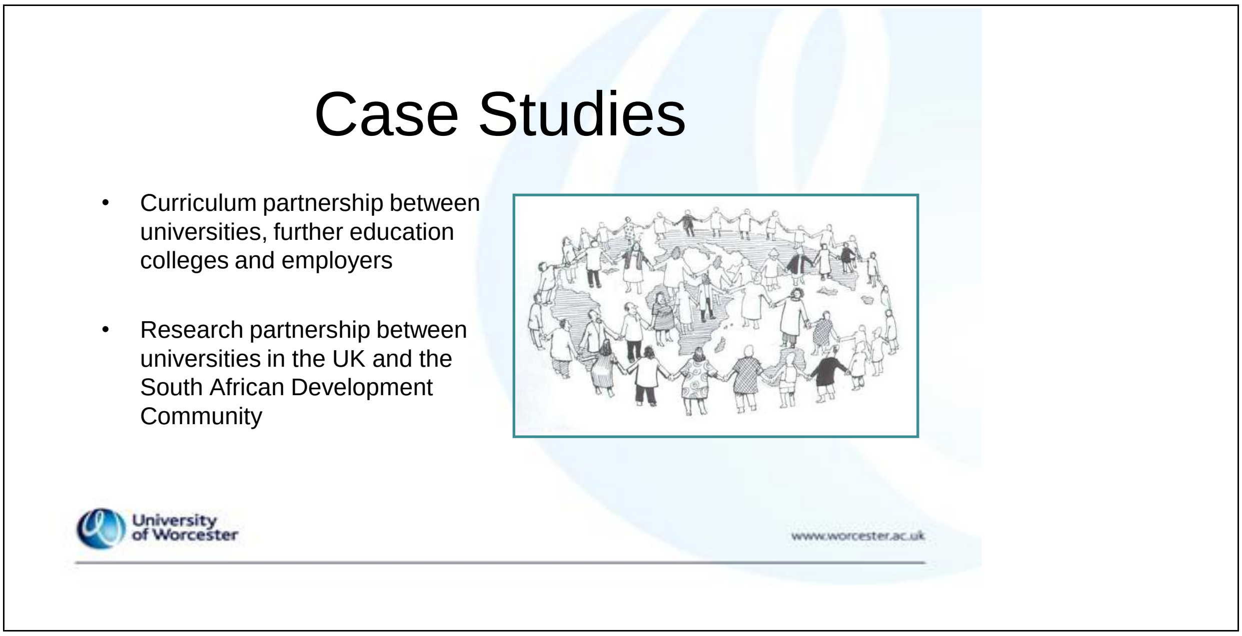
Gunther Kress has argued that at times of stability in the social and economic systems, the curriculum in universities acts like a mirror and offers cultural reproduction. People are educated to reflect the values and aspirations of the prevailing times. However, more recently the pace of change externally has escalated (Kress, 2000, p133). Under these circumstances the curriculum has to change radically and rapidly to provide the skills and knowledge that will be needed by students in their future lives.

Kress argues:

> *' "Reproduction" is no longer a plausible metaphor for institutional education and its curricula. When tomorrow is unlikely to be like today and when the day after tomorrow is definitely going to be unlike yesterday, curricular aims and guiding metaphors have to be reset.'*
> (Kress, 2000, p134)

So a mass higher education system needs to reflect society properly and must engage with people from a much wider social spectrum than it did in an elite system (Barr, 2002). Synergistic partnerships are essential and I want to turn to two case studies of partnership from my own work to illustrate the benefits, processes and pitfalls of working collaboratively.

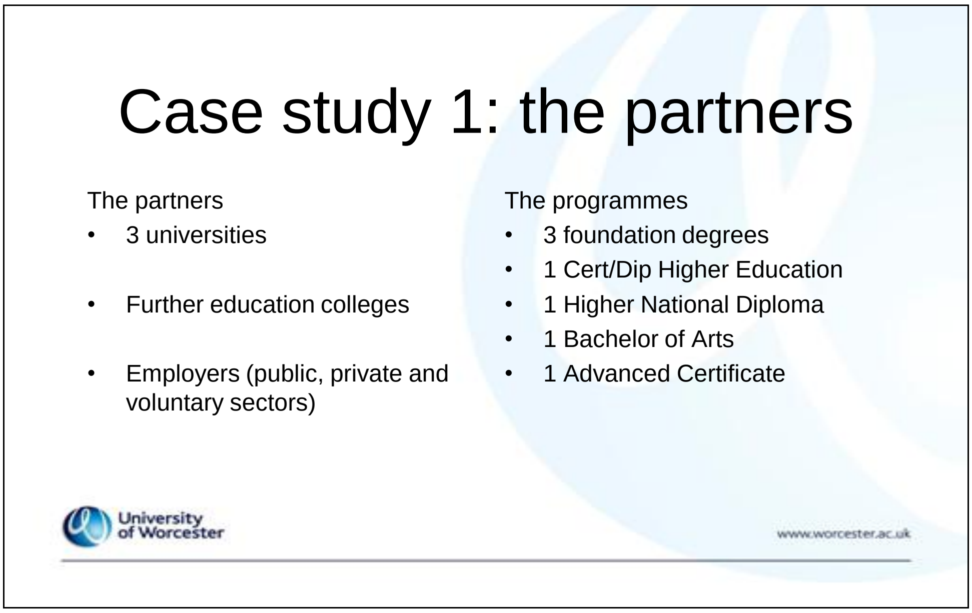
Slide 8: Case studies



Both studies are based on a case study approach. The first demonstrates how universities, further education colleges and employers work together in developing new curriculum. It is therefore an example of partnerships concerned with producing new courses at a regional and local scale. The second study is an international collaboration on a global scale between universities in the United Kingdom and countries in Southern Africa and focuses on research and knowledge transfer.

Case study 1: educational partnerships between universities, further education and employers

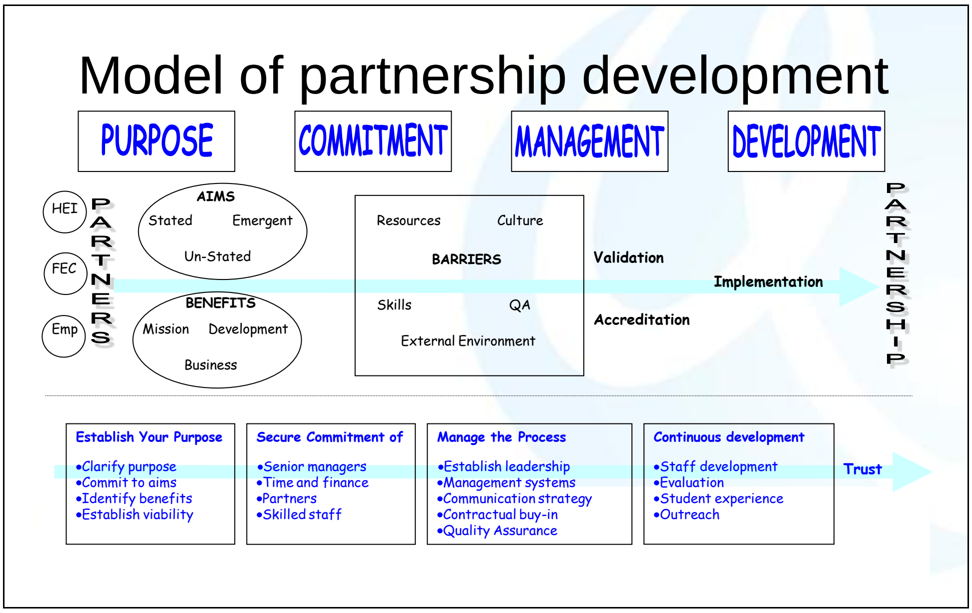
Slide 9: The partners and the courses



This case study investigates educational partnerships set up to develop new undergraduate courses to promote workforce development and widen access to universities for socially excluded groups (Foskett, 2005a, 2005b, 2010a). I undertook the research with three higher education institutions and their further education and employer partners. The courses, as shown on the slide, ranged across the undergraduate curriculum. Both quantitative and qualitative data was collected but I will only draw on the qualitative evidence today. Insights into the processes, structures and cultures underpinning the partnerships were drawn from documentary analysis, participant observation and semi-structured interviews conducted with staff at different levels in the organisations, including senior managers, and students, over a two year period.

One of the outcomes of this research was the development of a model illustrating partnership processes promoting effective collaborative curriculum development.

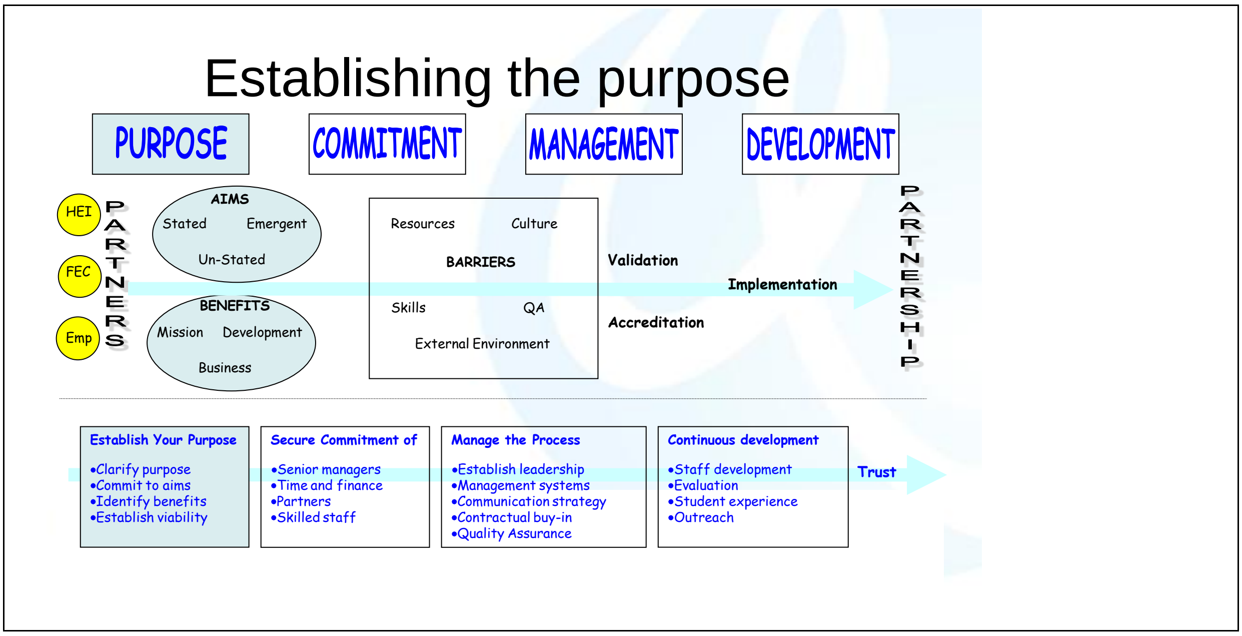
Slide 10: Unifying model of partnership



[read model from left to right]

As you can see from the slide, the model has four stages which indicate the development of the partnership over time: **Purpose; Commitment; Management** and **Development**. At the start of the process the partners exist as individual entities with their own aims and perceptions of benefits of the project. Their reasons for engaging are many, and may or may not be revealed as the work progresses. Nevertheless at this early stage of defining the **purpose,** clarity needs to be elicited from the partners about the purpose of what is being undertaken and their level of commitment to the partnership.

Slide 11: Defining the purpose



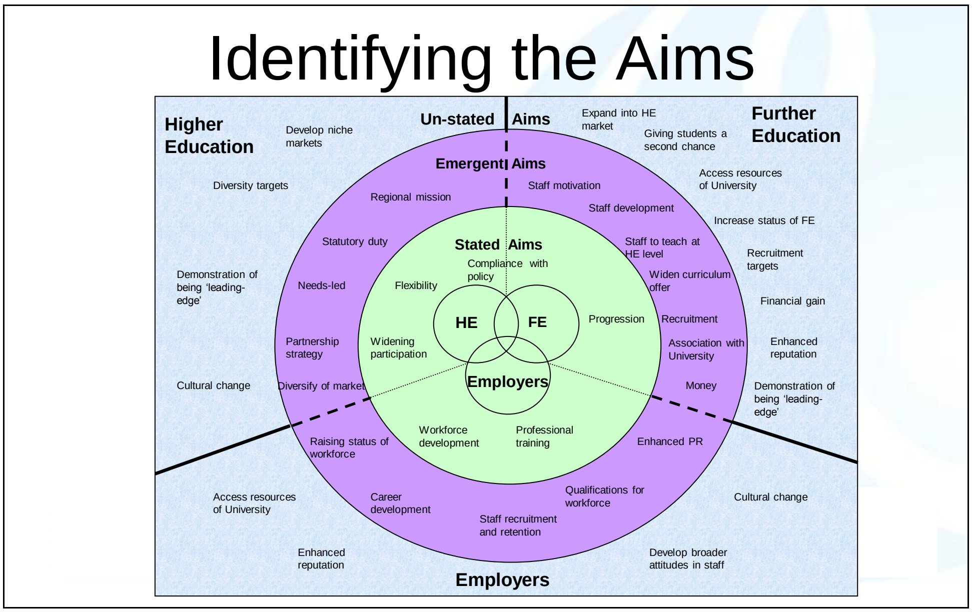
[POINT OUT THE PARTNERS, PURPOSE, AIMS and BENEFITS]

I want to start by looking at the aims and benefits of the partnerships which were developed during the ‘purpose’ phase. The motivation of the partners will be increased if they believe that the outcomes will be worth the effort and so the viability of the final course should be investigated at the start and the information shared. This early stage is a very important one as it establishes the foundations on which the partnership will grow. Partners who have worked together before and have a high degree of trust will be able to make much quicker progress than where partners are coming together for the first time.

Aims and benefits

Working collaboratively to develop curriculum is a complex undertaking and *mutual benefit* is an essential element of collaboration, usually identified overtly in the established aims (Tett *et al*, 2003). My research has taken this further and the partners’ aims in this case study have been shown to fall into three categories.

Slide 12: Identifying the aims

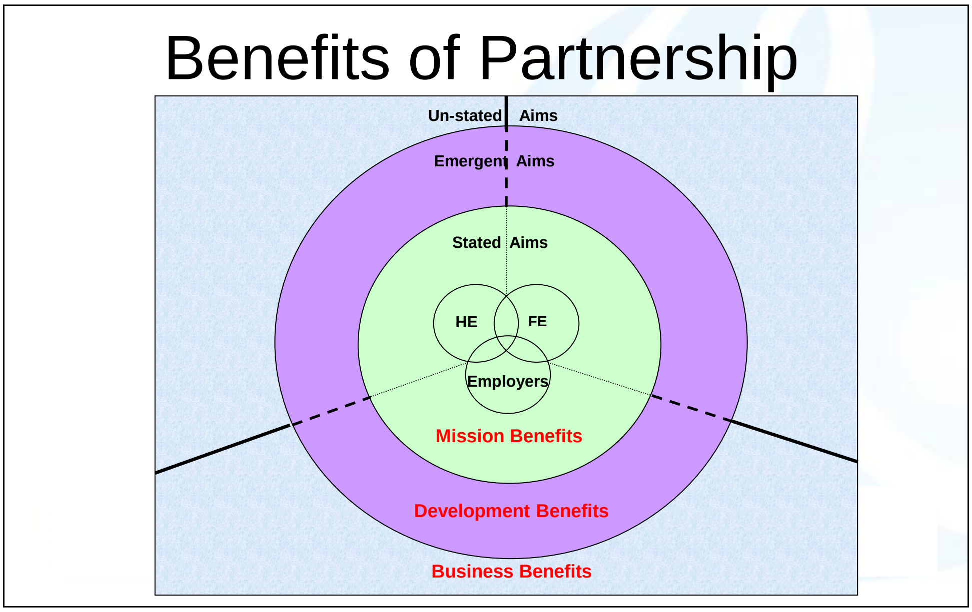


Firstly there are the Stated Aims, shown here in green. These are strategic aims agreed by all participants and are important in gaining the initial commitment of the partners. They relate to worthy purposes which have high moral status and which the participants were willing to share with each other and make public from the start. They relate to the mission of the institutions and to higher level needs. In this research, the strategic aims expressed the desire to increase the opportunities for professional training, to provide progression in employment or higher education, and to develop and modernise the workforce.

In addition to these stated aims, my research identified others which came to light as the trust between the partners grew. These **emergent** aims, seen in purple, were found to relate more to the development needs of the partners. They included the need to raise the status of the workforce, widen the curriculum offer and provide staff development opportunities. In several courses the collaboration provided a vehicle for changing attitudes and practices by transferring learning between organisations, and this transformational aspect was mentioned by the majority of the participants.

Thirdly, the participants expressed reasons why either they, or their organisations, had taken part which were never revealed to the other partners. These **un-stated** aims, shown in blue, were seen to be more sensitive and of a commercial nature. They included aspects such as meeting difficult targets, financial gain and reputational standing. Overall these were seen as business aims relating to the continued viability of the organisation in an increasingly competitive market.

Slide 13: Different types of aims and benefits



Benefits

The threefold division of aims into those reflecting organisational **mission**, providing organisational or individual **development**, and promoting the sustainability of the **business** was further strengthened by an analysis of the perceived benefits.

According to the university partners, working collaboratively had provided development opportunities for staff by observing how partner colleagues tackled problems. They reported that it helped address the criticism of them being elitist and provided opportunities for students to take part in well-supported work-based learning. Many participants reported that collaboration had promoted pedagogical development by partners sharing examples of good practice. However, this has to be set against the stressful nature of the work and the reported difficulties of working in this, rather than in more insular, ways.

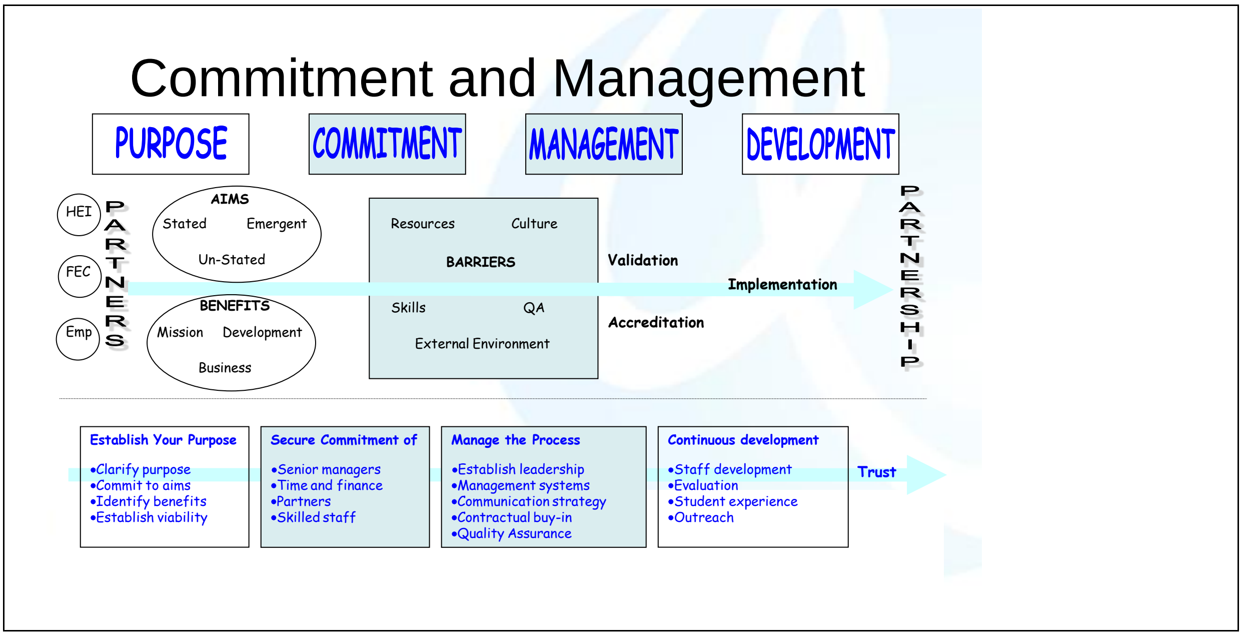
Higher Education participants were united in seeing this type of work as helping them achieve their widening participation targets and providing a more socially inclusive service. Partnership with colleges was seen as providing a way of reaching groups of students that the universities have traditionally found hard to recruit, and the curriculum developed provided more flexible delivery much closer to the point of need. Collaboration was regarded as a key part of a strategy which would help universities to deliver government policy and avoid possible financial or recruitment penalties (which at the time of this study were seen as a real threat). Intrinsic business benefits were also rated highly by the universities who saw the opportunity to widen the curriculum offer. Initially some participants felt that there would be financial gain but in fact this had to be tempered by the very high cost of partnership work which is resource intensive, especially in staff time.

Further education partners reported the internal developmental benefits overall as being the most important ones for them. The opportunity to deliver higher education courses was seen as a great advantage to staff in terms of increasing their motivation and providing development opportunities. Participants saw working with responsive students on higher level courses as being fulfilling and that the increased understanding that came from this work benefited all their courses. The opportunity to take part in curriculum development and design from first principles was new to the further education participants, and thus increased their skills.

Although the employers stressed the intrinsic business benefits more highly than either of the educational partners, the developmental benefits were again dominant. Employers perceived that staff recruitment and retention would be improved by these courses and that there would consequently be some financial advantage through, for example, lower recruitment costs. The employers that took part were largely based in southern England which is an expensive place to live. Collaborative courses were seen by the employers as a way of ‘growing their own’ workforce from people who already lived in the local area.

The perceived benefits by individuals for themselves and for their institutions were numerous and the impact was wide-reaching, although this does have to be set against the barriers and difficulties that the participants experienced along the way. Several participants, whilst acknowledging the benefits, questioned whether the effort (and the financial benefit) was worth it and whether this type of initiative would be sustainable.

Slide 14 Commitment and Management



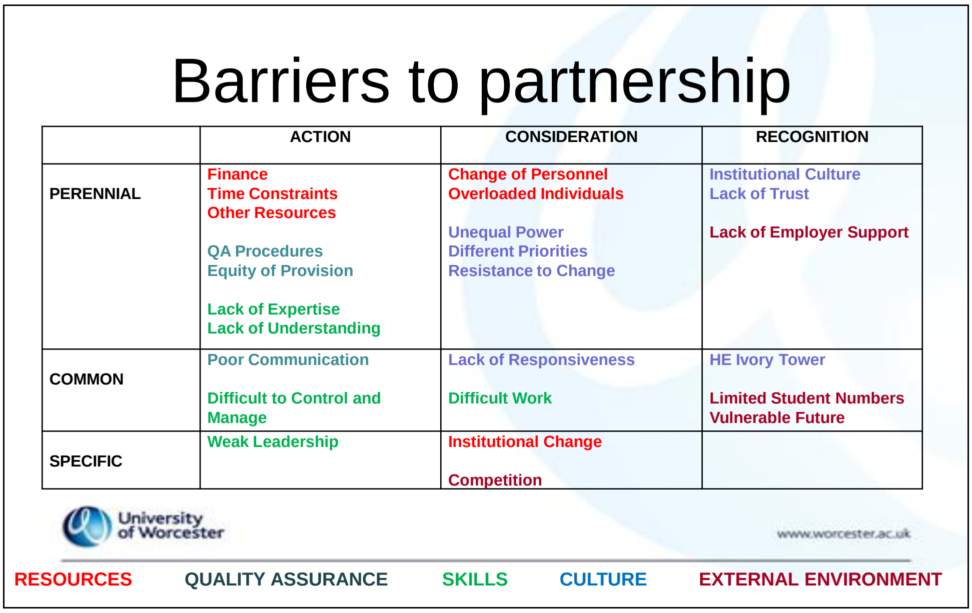
Once the purpose has been established, the partners need to establish **commitment** of the major players. Clearly this includes the participants themselves but it should also involve the senior managers, as important resource decisions will need to be made early on. Some direct finance may be needed to pay for specific things such as library provision, but there will also be a need to release staff resources particularly those with the required skills sets. Thus commitment needs to be at both the institutional level and the individual participant level.

The commitment stage, is an important first step of **management** of the process as a whole as it will provide the resources and goodwill to enable any barriers to be overcome. Any partnership will be beset with problems and pitfalls which will present as barriers to progress. At times they will seem insurmountable – but with hard work and a little good humour they can gradually be broken down.

Slide 15: Barriers – the lighter side!

This slide demonstrates barriers under the most taxing of circumstances. This is a slide of the security wall between Israel and Bethlehem. As you can see, the human spirit is trying to break down the barrier through humour. It demonstrates that even when barriers are very real and threatening – people can see the lighter side and can maybe start to overcome them.

Slide 16: Barriers to partnership



Barriers to partnership

	ACTION	CONSIDERATION	RECOGNITION
PERENNIAL	Finance Time Constraints Other Resources QA Procedures Equity of Provision Lack of Expertise Lack of Understanding	Change of Personnel Overloaded Individuals Unequal Power Different Priorities Resistance to Change	Institutional Culture Lack of Trust Lack of Employer Support
COMMON	Poor Communication Difficult to Control and Manage	Lack of Responsiveness Difficult Work	HE Ivory Tower Limited Student Numbers Vulnerable Future
SPECIFIC	Weak Leadership	Institutional Change Competition	

In this research, five sets of barriers were identified associated with resources (red), skills (green), quality assurance (teal), culture (blue) and the external environment (brown) –they are shown in different colours to help you identify them. The key is at the bottom. My analysis revealed a high degree of commonality between the partners, sectors and courses in terms of the perceived barriers to partnership, but there were also some differences. Using evidence, I was able to develop a typology (or classification) of barriers affecting the partnerships. Typologies require common characteristics to be identified for the whole group. In this case, one dimension that has been used is the **prevalence** of each barrier shown on the left-hand side. Some of the barriers identified are **specific** to a small number of courses. For these, the barriers may have a big impact but they are not found to be a common feature. Other barriers were **perennial** in that they are mentioned in every course. There is also an intermediate group of barriers which were **common** in courses and mentioned by most participants.

A second dimension to the typology is the **response** required by the partnership team – shown along the top. In some cases it was enough that there was **recognition** of the barrier and little or no action was required either because there was nothing that the team could do (as in the case of institutions having a *vulnerable future*, for example) or because the barrier was so intractable that the team could have little impact on it in the time frame of the collaboration (changing *institutional culture* for example).

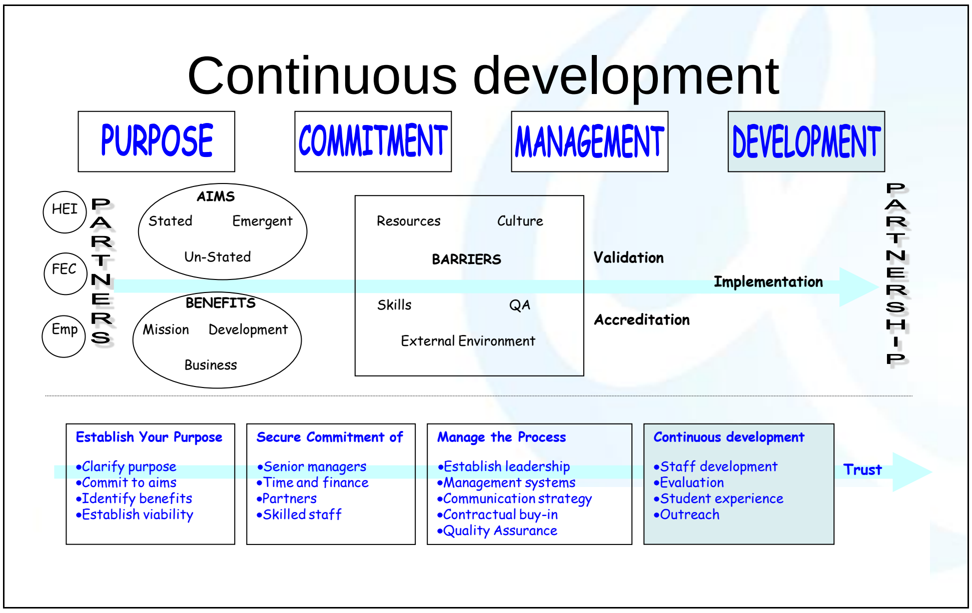
A second category of the response dimension was the group of barriers which needed **consideration** of whether the team should take action or not. For example, where *overloaded individuals* in the team were reported, the partnership had to decide whether to accept the situation and live with the consequences or whether to seek action in terms of managing workloads or by-passing these individuals.

The third category was the type of barrier which required **action**. In this case the barrier was so fundamental that it could not be ignored and some action had to be taken. An example of this was *lack of expertise*. Curriculum development is complex and it requires expert input in terms of the subject content, the pedagogy and the quality assurance. The partnership needed to be sure that it had access to all the required expertise or make provisions for obtaining it if it was missing.

In terms of the journey travelled by the partners as they developed the curriculum, making decisions about resources, ensuring the team had the required skills mix and being explicit about quality assurance were all seen by the participants as important ways of improving the chances of a successful outcome.

The management stage is where the systems and processes are put in place to enable the work to progress. Leadership skills and effective management will allow the partnership to establish a working relationship. A clearly articulated communication strategy will facilitate the process of consolidation and enable the development to proceed. Specific management tools such as contractual agreements and the implementation of quality assurance procedures will assist in developing effective processes. By the end of this stage the curriculum should be ready for validation and the delivery partners should have been accredited.

Slide 17: Development phase

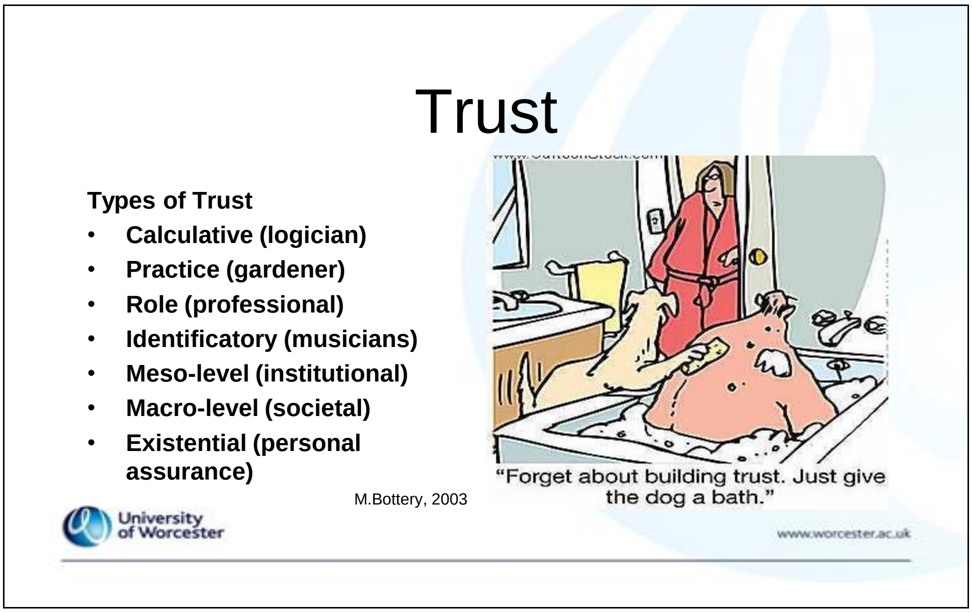


As the curriculum is implemented and the course gets underway, the model moves into the final stage which is that of **development**. There should be a continuous process of evaluation of both the course and the partnership and both will need to be managed and nurtured. Staff development should continue and the student experience will need to be evaluated and enhanced over time. Continued commitment will depend on the success of recruitment. By this final stage, the hope will be that the partners have grown closer together and have been forged into a true partnership with a high degree of mutual trust.

As you will see from the model, trust is an important theme running through partnership development and is involved in dealing with risk and uncertainty. Good and productive working relationships require trust between the stakeholders (Richards and Horder, 1999; Morgan and Hughes, 1999; Clegg and McNulty, 2002; Milbourne *et al*, 2003). However, trust between organisations rarely exists; it is in reality trust between individuals that cements relationships and ensures sustainability.

Partners may feel threatened by working with others due to a fear that the credit will reflect on one partner at the expense of the rest. Organisations may be wary of investing time and money into a joint development when the real benefits are unclear or intangible. They may also perceive a loss of autonomy particularly if one or more of the partners is more powerful in terms of money, resources or political standing.

Slide 18: Trust



Mike Bottery (2003) has undertaken some very interesting work identifying a hierarchy of trust, and it may be interesting for you to reflect on partnerships you know, about what type of trust is being displayed. First there is **calculative trust**: a set of subjective but logical calculations made by an individual about whether to trust another. It will depend on a range of things such as personal predisposition, knowledge of past behaviours and so on. **Practice trust** exists where individuals engage with others in continued interaction. Repeated encounters increase the amount of knowledge and therefore facilitate calculations of trustworthiness. The metaphor used here is the gardener, caring and nurturing the relationships. Thirdly we have **role trust**. This is a type of trust which allows us to make swift judgements about who to trust because it is underpinned by an ethical standard. An example would be the trust we put into our relationship with a doctor, a police officer or a teacher – the metaphor here is the professional. We trust them to do the right thing, because they are 'professionals'. This professional trust is something that I have noticed has been eroded in education establishments over the course of my career.

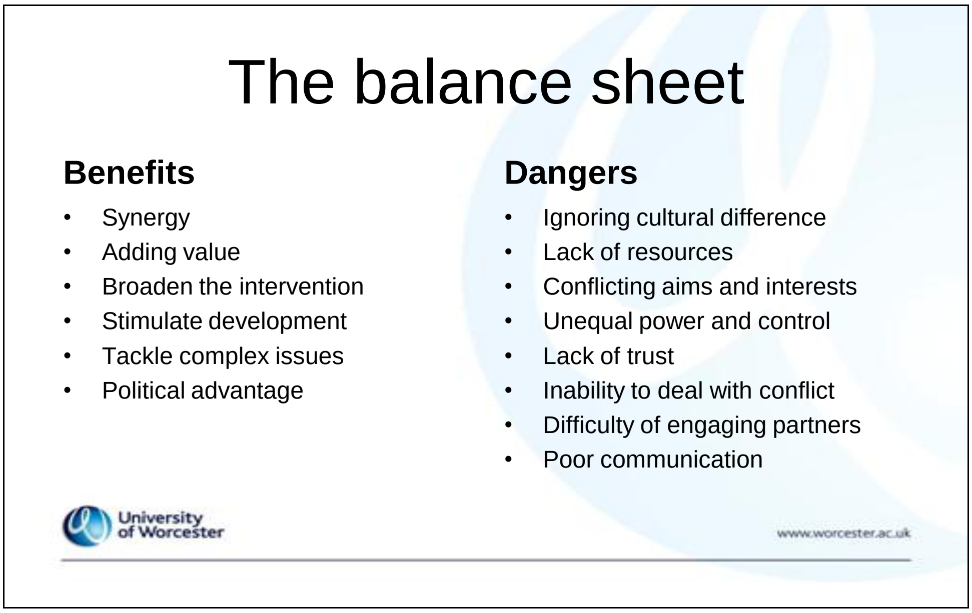
The fourth type of trust is **identificatory trust** which involves interpersonal relationships of an intensity not seen at other levels and involves 'interpersonal emotional commitment'. The metaphor here is the musician: musicians grow together through familiarity, so that they can play together as if they are one. Bottery also identifies levels of trust which go beyond the individual. **Meso-level trust** is the trust we have in the institutions in which we work which is bound up in the character and behaviour of the leadership. For partnerships of the kind I have been describing to flourish there has to be a high level of trust in senior leaders in the organisations to support the process of partnership and to back up individuals undertaking this difficult work.

Macro-scale trust is the trust we have at the level of society. Bottery argues that this level of trust is weakening and that there are three groups which have had a particular impact on this societal trust: politicians, senior representatives of business, and the media – enough said, I think! Lastly, for completeness, there is **existential trust** – which is felt deep within us and is ‘more felt than reasoned, but which underpins much of the individual’s confidence in the rightness of the world’ (Bottery, 2003, p31).

I am therefore, arguing that for partnership development trust is something that needs to be viewed at the level of the individual, the institution and society. It is something that is hard-won and easily lost – and all organisations need to value individuals who are invested with a high level of trustworthiness.

So what is the balance-sheet for the partnerships from this research project?

Slide 19: Balance sheet



The table on the slide shows some of the pluses and minuses according to the participants interviewed as part of this project. [PAUSE – as you can see from the lists, we have touched on many of these already] Obviously weighing the balance is not easy as it is something which is unique to each partnership, however I hope that I have shown that:

Slide 20: Partnerships are risky

Partnership can be risky – especially if it is not based on firm-foundations of trust, openness and sound communications.

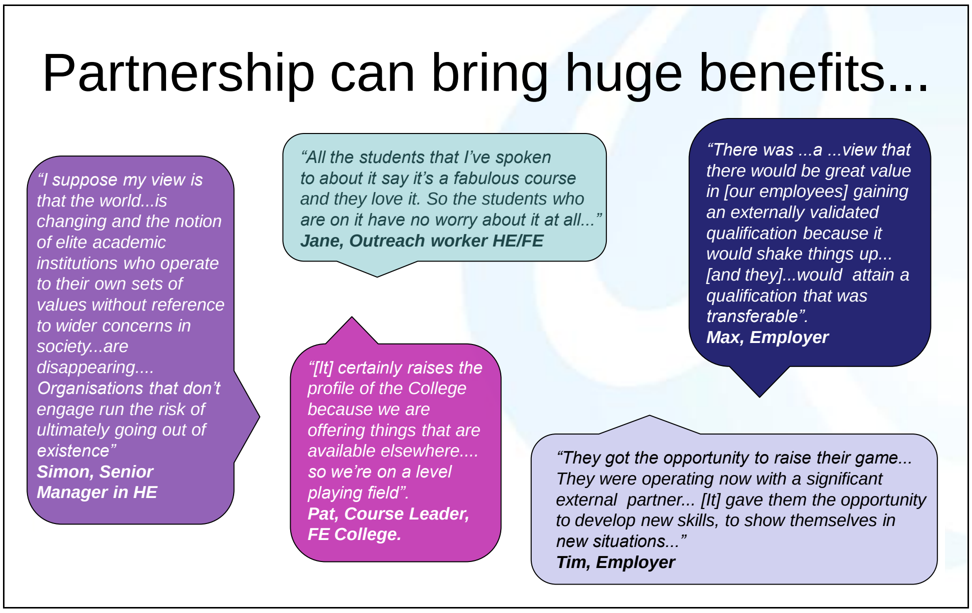
Slide 21: Partnership is difficult

Partnership work is difficult – certainly more difficult than working on your own. Those people who have the skills to manage and lead partnerships in education and business need to be valued and rewarded. Partnership development needs to be built into the resource models used – otherwise we might be biting off more than we can chew!

But I want to leave this case study on a positive note – in the words of the participants of this research project:

Slide 22: Partnership can also bring huge benefits

On this slides there are some quotations from the participants in the research which shows the benefits that have come from the partnership work between the universities, further education colleges and employers. As you can see there is huge support for the courses that have been developed.



Case study 2: research partnership between global universities

I need to move on now to my second case study which considers the development of a research partnership. When working in the global arena, the issues around partnership are magnified. Managing a partnership when the partners are spread over thousands of miles and where people are working in different contexts with altogether different underlying cultural assumptions is challenging.

Slide 23: Title slide

It is a research project which aims to build capacity for demography in the South African Development Community or SADC region.

This study is on-going and has two aspects of partnership. In itself it is a partnership, and it is a research project on partnership development, as we are undertaking some action research as we go along (Foskett, 2010b). It is a major international research and development project funded through the European Union.

Slide 24 The partners

The partners include universities in 5 participating African countries (Botswana, Malawi, Namibia, South Africa and Zambia) and the University of Southampton (now also Worcester) Whilst the partnership reflects bilateral and multi-lateral links which were already in existence, this project was the first one where all the members had worked together jointly.

Slide 25: Identifying the need

We first had to establish the needs which needed to be satisfied by the project. The aims of the programme are threefold:

- to strengthen the capacity for academic leadership in demography and population studies in the partner universities;
- to improve the quality of demography teaching;
- and, to review the contents of demography and population studies programmes to align them more closely with development in the SADC region and emerging global priorities.

From the beginning the participants agreed to adopt a partnership approach and ensure that all partners were involved fully. To this end the approach adopted has been participatory with each partner fulfilling a specific role in the research and development process.

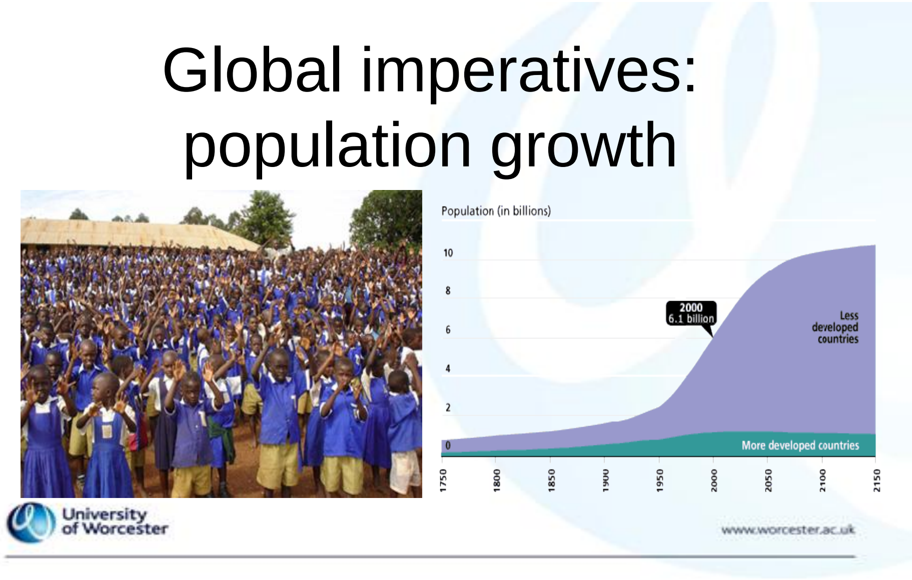
Slide 26: The Millennium Development Goals

The socio-political context is the increasing need for qualified demography graduates to work in African countries. Sub-Saharan Africa is faced by a number of serious challenges closely related to high population growth. In many participant countries population growth rates exceed 2% per annum. For many people poverty, food insecurity and poor health are a daily reality and societies are beset with problems associated with an increasing burden of communicable and non-communicable disease including HIV/AIDS, obesity and malnutrition. These issues are captured in the Millennium Development Goals as shown on the slide.

The Millennium Development Goals (MDGs) are the most broadly supported, comprehensive and specific development goals the world has ever agreed upon. The eight goals provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. Adopted by world leaders in the year 2000 and set to be achieved by 2015, the MDGs are both global and local, tailored by each country to suit specific development needs. They provide a framework for the entire international community to work together towards a common end – making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

The SADC region is beset by significant problems and the statistics are shocking:

Slide 27: Population growth



The graph shows the growth in world population from 1750 to 2150 and the proportion of that growth in the more Developed Countries and the Less Developed Countries. Population growth rates in these SADC countries are very high. Average rate of population change 2005-2010 are:

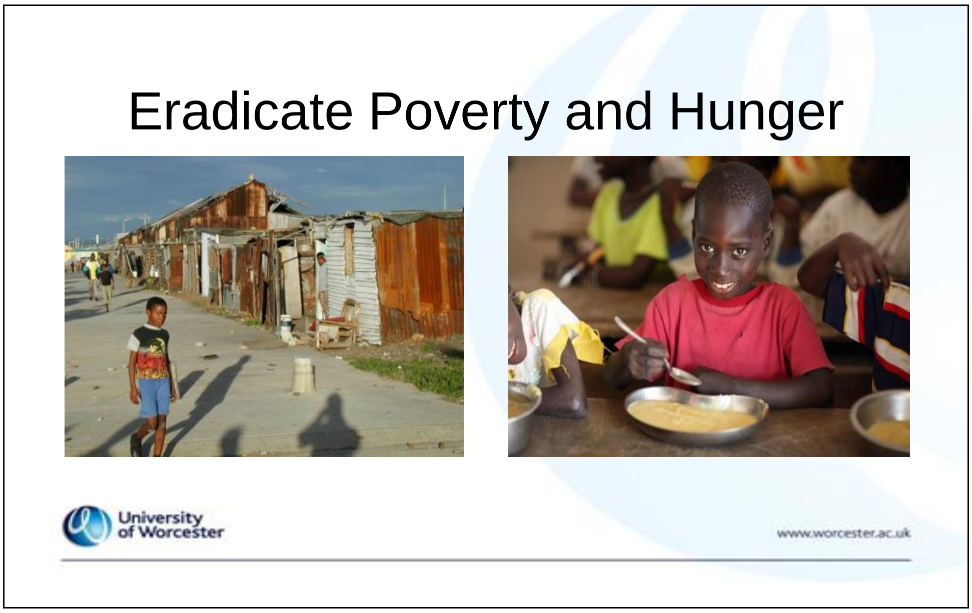
The growth rate in the UK from 2005-2010 was 0.28% per year, yet for Namibia it was 1.93% and Zambia 2.43%.

The proportion of the population under 15 years which is a measure of the youthfulness of the population for the UK is 16.5%, but for Botswana it is 34.3% and for Malawi 45.3%.

And the median age of the population in the UK is 40.5 years whereas in Zambia and Malawi it is about 17 years. Just think of the impact on future population growth of those figures.

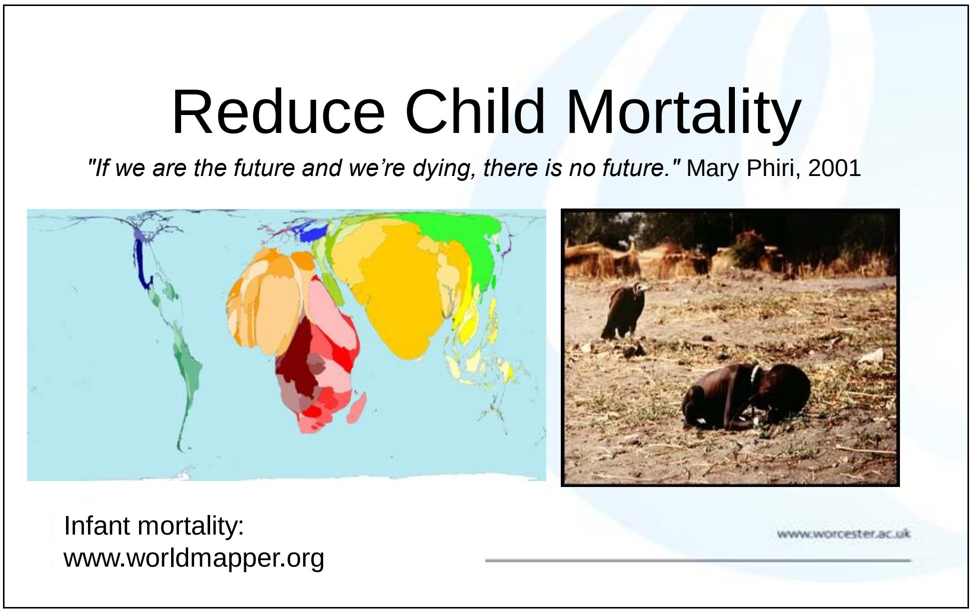
	Growth rate 2005-2010	% population <15 years	Median age
Botswana	1.45%	34.3	22 years
Malawi	2.78%	45.3	17.1 years
Namibia	1.93%	35.1	21.4 years
South Africa	0.98%	28.6	24.7 years
Zambia	2.43%	44.8	17.2 years
UK	0.28%	16.5	40.5 years

Slide 28: Eradicate poverty and hunger



The poorest 40 percent of the world's population accounts for 5 percent of global income and the richest 20 percent, accounts for three-quarters of world income. 907 million people in developing countries alone are hungry. Every six seconds a child dies because of hunger and related causes. 10.9 million children under five die in developing countries each year and malnutrition and hunger-related diseases cause 60 percent of the deaths.

Slide 29: Child mortality



According to UNICEF, 24,000 children die each day due to poverty and they "die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death."

The map shows infant mortality mapped by the worldmapper project which distorts geographical space statistically. It shows graphically the impact of infant mortality in Africa and in the Indian sub-continent. Most countries in the SADC region will not achieve the MDGs for child mortality by 2015.

Slide 30: Communicable diseases

In the countries most heavily affected, HIV has reduced life expectancy by more than 20 years, slowed economic growth, and deepened household poverty.
In sub-Saharan Africa alone, the epidemic has orphaned nearly 12 million children aged under 18 years.
Another major killer is measles. In 2008, there were 164 000 measles deaths globally – nearly 450 deaths every day or 18 deaths every hour.

Slide 31: Non-communicable diseases

Obesity and malnutrition are a dual burden for the countries of Southern Africa and this is one of the research streams in this study.
The team aims to produce teaching resources for use in the participating universities based on this research and to develop research-led teaching activities based on the data.
Under-nutrition is a major problem and contributes to approximately 5 million deaths of children under five each year in developing countries.

In tackling such wide ranging problems, universities must play an important part through their research and teaching in establishing effective programmes to tackle health and population problems and informing public policy. However, African universities themselves are in need of development. They often find themselves under-resourced and under-skilled in comparison to others within the global arena. In order to make a difference therefore, it is not just academic development that needs to take place but also capacity building for management and leadership within the departments and their universities which needs to be addressed.

So why did this group of institutions, from countries across Southern Africa, and the United Kingdom, come together to work in partnership? The cynic would argue that it was a marriage of convenience, a pragmatic association to fulfil the criteria for gaining funding from the European Union.

If we use the model introduced earlier which subdivides the aims that partners have, we can identify mission-related aims which people are happy to share. For example, in the evaluation of the first colloquium, the most common aim stated by the participants was to build capacity in demography training, closely followed by a wish to improve the quality of demography graduates.

As we saw earlier, development aims tend to emerge as the partners begin to work together. In this case, emergent aims included the need to enhance the quality of teaching, develop professional networks and expose students and less experienced staff to international colleagues.

The aims kept most private were the business aims. In the case of universities the business includes funding, research quality and building the cvs of individuals. This international partnership was no different. In answer to a question on the benefits of the partnership to their institution, responses included the need for additional resources, enhanced reputation and strengthened capacity for research. Individuals also had personal aims including access to teaching resources, support for PhD study in the UK, and collaboration with a high calibre international team. Understanding these, often hidden, aims is vital to the success of the partnership and its long-term sustainability as individuals will only remain committed and motivated if they feel that their needs are being addressed. The strongest partnerships take time to understand the motivations of the members.

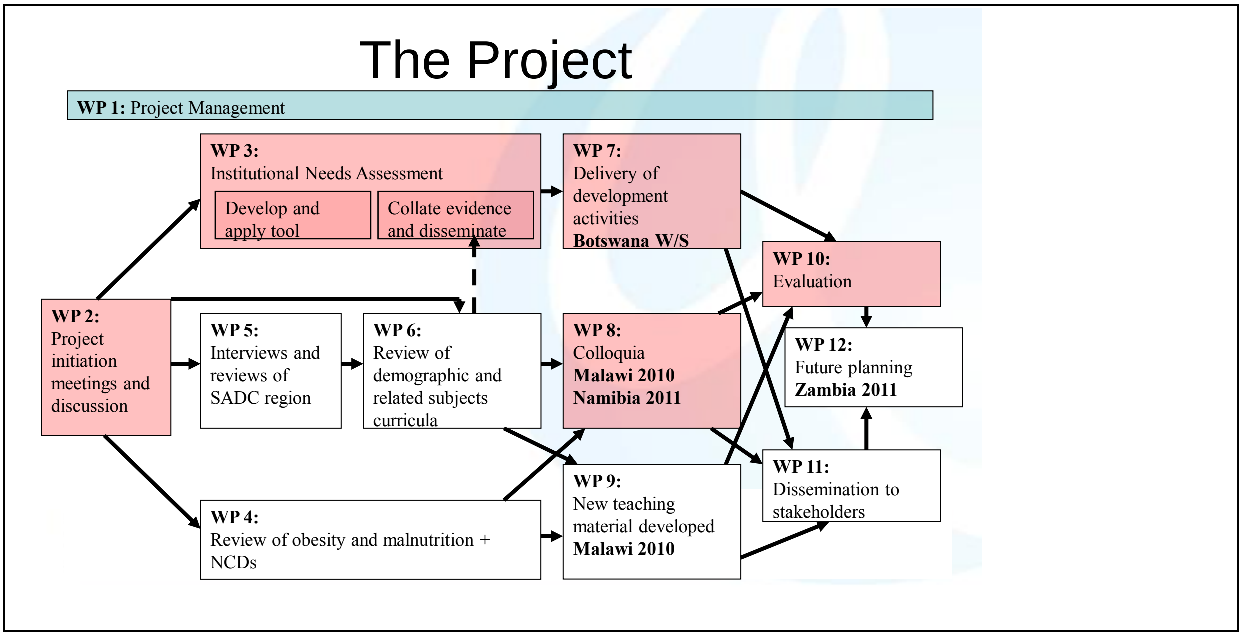
A Participatory Approach

Another key aspect of international collaborative partnerships is developing a participatory approach. Definitions of a participatory approach differ but they often include empowerment of disadvantaged individuals or organisations. A participatory approach in development is not a panacea and critical studies have shown that it can fail, particularly where individuals do not become fully involved or where there is manipulation by one of the partners (Brett, 2003). Success is more likely, in this example, as the partners are all senior academics each valued for the strengths they bring.

All participants need to feel valued and involved. A number of mechanisms were put in place early on to avoid the UK partner assuming undue dominance, and to encourage participation. Each of the partners was involved and consulted in the development of the initial bid. This went beyond obtaining a signed letter of willingness to collaborate by involving partners and building on existing relationships. An early event involved all partners contributing actively by leading sessions, taking part in workshops, and sharing social activities. Further events have been planned at regular intervals and each will be hosted by a different partner.

The complexity of an international collaborative partnership like this requires firm management. This is not at odds with a participatory approach providing the means by which partners can have their say and influence outcomes is transparent. At its worst collaboration can be used as a vehicle of control over individuals or institutions. Meetings can become a means of disseminating decisions taken elsewhere or imposing conformity. There is a big difference between this and a truly participatory partnership.

Slide 32: The work packages – Institutional needs analysis

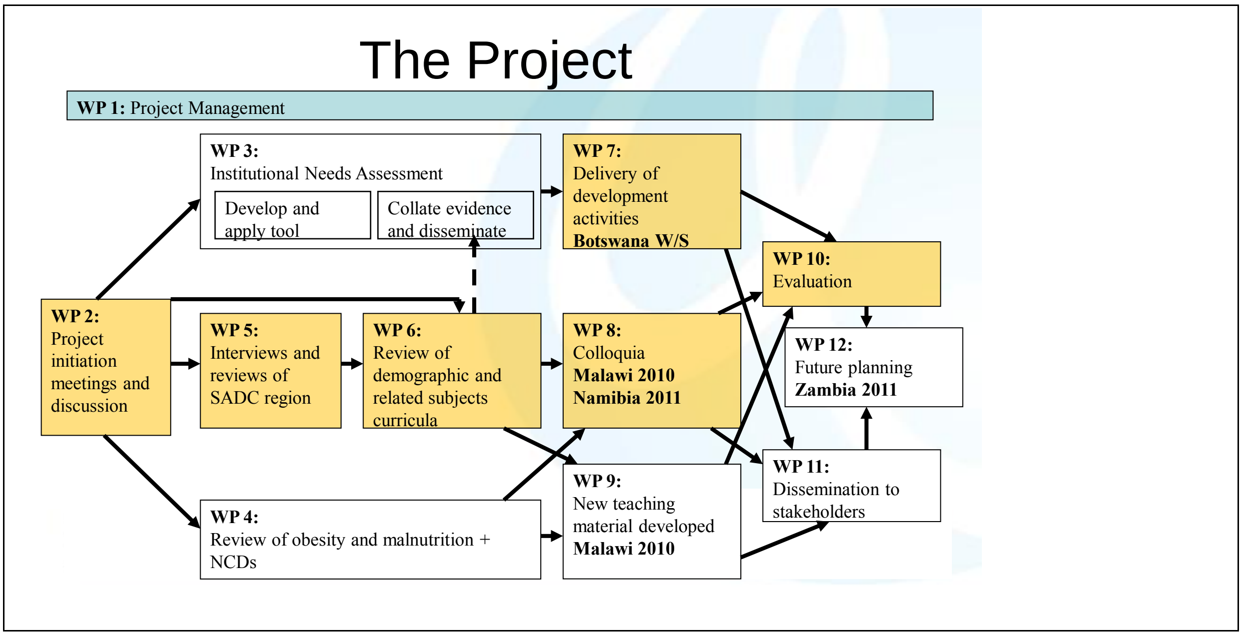


This slide shows the research project diagrammatically, divided into 12 work packages. The blue shows the project management which runs throughout the project. One strand of work, shown in red, is developing institutional capacity within the universities in the management and leadership of teaching and research. All institutions, and all individual academics, have strengths and development needs. Universities and their academic departments have four broad areas of knowledge and expertise: academic disciplinary knowledge (in this case, in demography); pedagogical knowledge (how to teach and foster learning); leadership expertise (providing vision and direction); and management expertise (e.g. in finance, human resources or external relations). In order to continue to grow and develop, universities need to be continually building capacity in each of these to survive in an increasingly globalised environment (Stephens, 2007).

Capacity building relates to all dimensions of the development of teaching and research. It is about **going further**, - taking the science of demography and its impact to higher levels and to greater breadth. It is also about **moving faster**, - being more efficient, responsive and effective in research, education and enterprise. And it is about **sustainability**, - achieving permanence and persistence of the impacts of what we do. For this strand, the partners developed a questionnaire which would allow identification of the development needs of each institution with respect to pedagogy, leadership and management.

The outcomes of the questionnaire analysis allowed the partnership to develop, deliver and evaluate a training and development plan to build capacity in the universities involved. Partners were involved both in the delivery (of their strengths) and in development activities (on their needs). By involving people both as trainers and trainees, the partnership was strengthened by the mutuality of outcome.

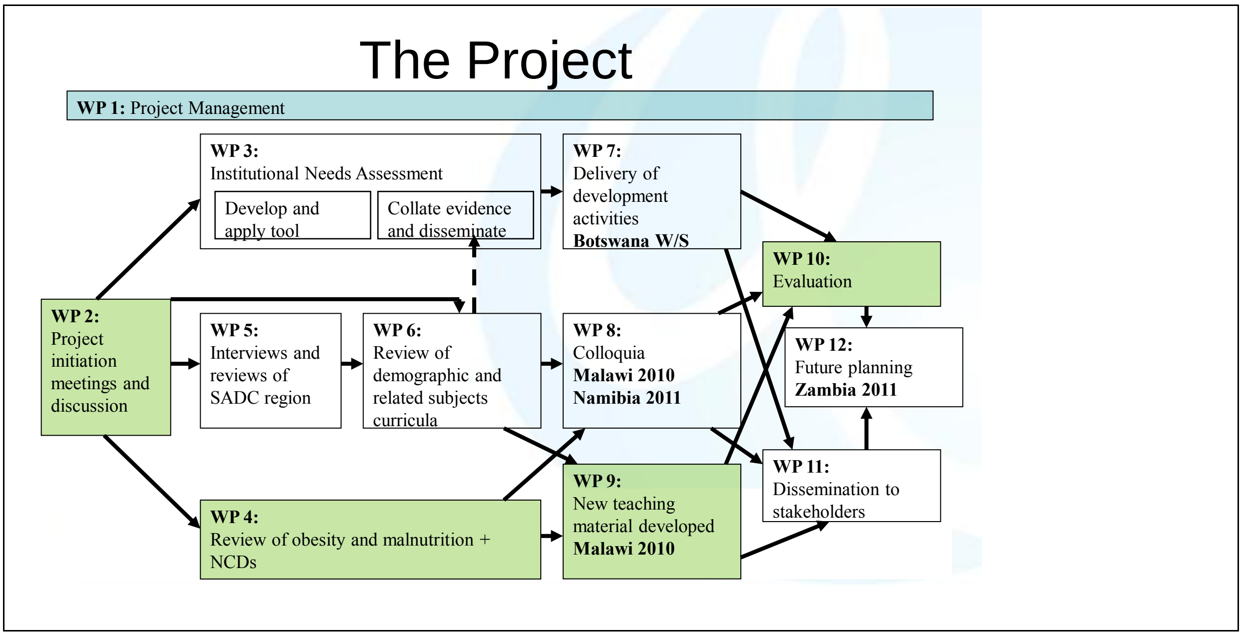
Slide 33: Strand 2: Needs assessment for demography curricula



Next we have the needs assessment for the demography curriculum. The methodology employed for this second element is based on several research tools. At the initial colloquium, the demographers reviewed their academic curricula which form the existing training in the region. They also developed a questionnaire for use in the field to gather evidence from key personnel involved in social and human development. All partners were involved in the interviewing of officers in government departments, the director of a national demographic research institute, and development partners such as the World Bank.

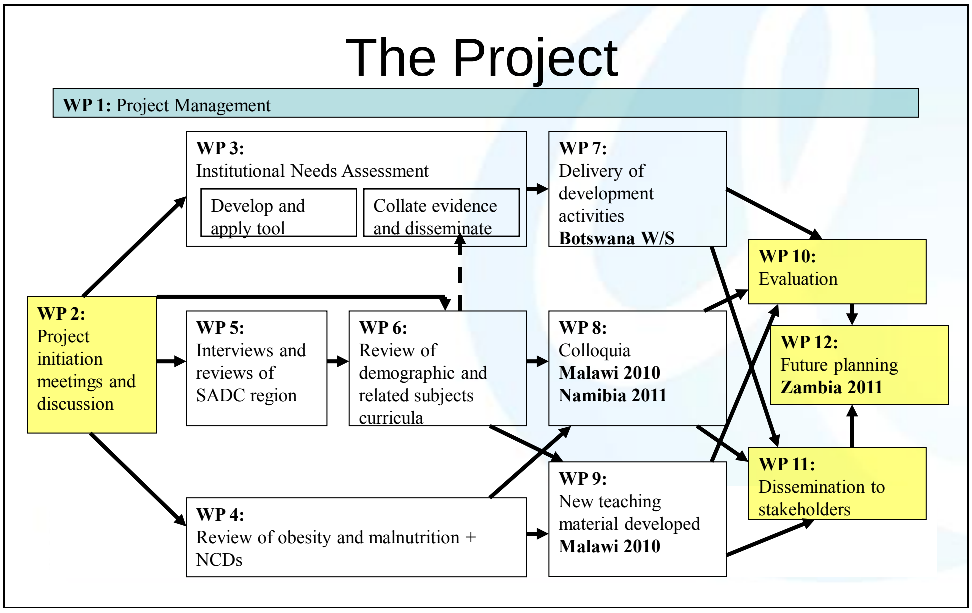
Analysis of these interviews and key policy documents provided the team with a deeper understanding of the development priorities and challenges facing populations in the region and inform new course development to better meet current and future needs.

Slide 34: Obesity and malnutrition



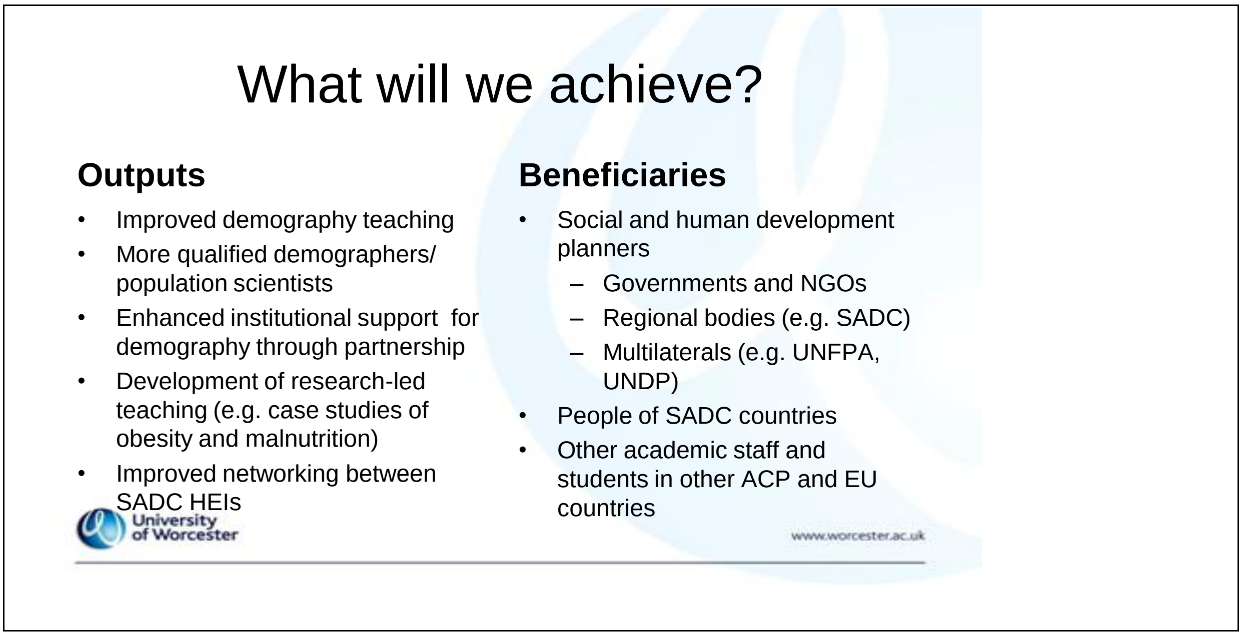
Another work-stream is a review of the evidence on the burden of non-communicable disease and the levels of overweight and obesity among adults and under-nutrition among mothers and children in the region using existing demographic and health data. Resources for teaching will be developed to accompany the research outputs and the case study will be used by the partners in research-led teaching. Further teaching materials will be developed by the team for dissemination more widely among the partners and the SADC countries.

Slide 35: Sustainability



One of the principal outcomes of any international partnership should be sustainability which is about delivering a product which will endure beyond the life of any funding. Partnerships can become long-lasting providing they have been set up well in the first place. By this final stage, the hope is that the partners have grown closer together, are engaged in a range of activities, and have been formed into a true partnership with a high degree of mutual trust.

Slide 36: Outputs and beneficiaries



The slide indicates what we want to have achieved by the end of the project and who we hope will have benefited from it. Partnership work is both problematical and rewarding at the same time, and for an institution to be involved as an international player, it is essential to see success. However, like the regional partnerships of the first case study, there are also many challenges facing international partnerships such as communication, leadership, development of trust and manageability.

Slide 37: partnership issues

Although this project is not yet complete, the aim is for the partnership to become sustainable. The nature of international collaborations such as this is that there are natural multiplier effects as scholars are trained and gain employment with partner organisations and beyond. By addressing education and research needs, the capacity for further successful action is secured and international networks established.

Slide 38 The good news

As these participant quotations show, from work like this benefits accrue to the partner universities and the advantages extend beyond: to the students who follow more appropriate programmes; to the employers who can employ people trained to meet their needs using a curriculum in which they have had input; and to the people of the region whose everyday challenges are better understood and whose lives will be improved by better trained and educated professionals.

In Conclusion

I am reaching the end of my lecture and I need to sum up so that we can get to the refreshments and conversation.

So before the wine – a few points in summary. What I have been looking at tonight is some aspects of partnership as seen from a highly personal perspective. Although partnership can be problematical, and can at times feel like 'cavorting with the enemy'; it is essential and can be a positive experience too. In the first case study the outcome was a set of good quality educational programmes which encouraged socially excluded individuals to gain higher level qualifications and enhanced career development. In the second, partnership provided an opportunity for universities to show leadership at a global scale to address some of the most enduring problems of our time: hunger, child mortality and poverty. Partnership will never be a panacea and it is hard and complicated work but the prize can be a brighter future.

Slide 37: A brighter future

Thank you.

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