International higher education partnerships and the Sustainable Development Goals (SDGs)

July 2021
Main results of a study by the British Council and the Association of Commonwealth Universities
While sometimes we are obliged to select priorities for our interventions, we cannot prioritise individual SDGs. The SDGs are interlinked. One cannot be achieved without the others. For example, education is a goal in itself, but other SDGs contain education-related issues too.

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Partnerships have two ways in which they perform their function of contributing to the SDGs through their outcomes:

As contributors to the knowledge base. These are often research partnerships offering practicable solutions but no implementation or scale-up in practice.

As implementors of new knowledge. These are often teaching and learning partnerships conducting research, but also implementing the results in practice (e.g. within their partner organisations).

Drivers of the contribution of international HE partnerships to the SDGs:

- Mutual trust and open communication among the partners
- Shared vision and long-term commitment to working together
- Engagement of the senior HEI leadership
- Flexibility of funders, donors and fund managers
- National-level quality assessment criteria and international university rankings
- Good risk management

Challenges to the contribution of international HE partnerships to the SDGs:

- Covid-19 pandemic
- Complex governance structures at HEIs and resistance to change
- Insufficient capacity to manage international projects at partner institutions
- Volatility of the funding environment and reliance on short-term funding

Monitoring and measuring the contribution to the SDGs remain a big issue for the international community. Data collection systems need significant improvements across the globe.
International higher education partnerships are beneficial for partners from the Global South, as well as for partners from the Global North.

Examples of benefits for partners

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<tr>
<th>Improved higher education curricula</th>
<th>Changes to institutional strategies</th>
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<td>Innovative pedagogies</td>
<td>More holistic responses to challenge-led themes</td>
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<tr>
<td>Training for higher education staff</td>
<td>Improved international reputation</td>
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<td>Changes in the way research is conducted</td>
<td>Scholarships and mobility stays</td>
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<td>Access to research infrastructure</td>
<td>Scientific / research outputs</td>
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<tr>
<td>Benefits for communities</td>
<td>Greater awareness of challenges in the Global South</td>
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Currently, the SDGs are rarely explicitly referenced in the strategies and plans of international higher education partnerships, but are at least complementary with the agreed upon priorities and objectives. In addition, the SDGs are seen, by partners, as a useful overarching framework and universally applicable in many contexts and at different levels.

It is highly likely that donors’ funding programmes will make direct links to the SDGs more often in the future, and, therefore, more partnerships will reference the SDGs in their objectives.

Equity and international higher education partnerships

There is no generally recognised definition of an “equitable partnership” and there are no set criteria for measuring how equitable international higher education partnerships are.

The partnership model provides a unique added value to the investment of international donors and funders.

- Addressing wider societal issues more efficiently
- Bringing different types of organisations together (higher education institutions, public sector bodies, NGOs, private companies and others)
- Reducing financial and project management risks
- Increasing prospects of future successful funding applications

Mobilising more resources together

Complementing each other’s expertise and experience

Providing more opportunities for mutual learning, networking and increasing viability

Partnership’s OBJECTIVES

- SDGs

Partnership’s OUTCOMES

- Power dynamics North / South
- Discussion and dialogue
- Shared credibility
- Trust
- Joint objective setting and delivery
- Responsibility and leadership involvement
- Funding arrangement and dispersal
- Shared governance and management
- Equitable partnerships definition?
Implications for funders

- Designing programmes with a view of embeddedness of the SDGs. Embedding the SDGs will require actions on funders’ side, especially when it comes to the programming design.
- Supporting partnerships in monitoring and evaluation of the progress towards the SDGs. Funders have considerable power that they can use to support partnerships in improving their monitoring and evaluation capacity.
- Emphasising the crucial role of Southern partners in setting the agenda and governance models for North-South partnerships. Funders can support a higher degree of involvement of Southern partners through focusing on capacity building pre-application (e.g. by providing fundamental training for objective setting, management and proposal writing).
- Further exploring what an “equitable partnership” should look like. More research will be necessary in order to bring this experience from various funders together and explore what more could be done to increase equity.
- Considering longer-term support over shorter-term contracts. Although there are examples of when partnerships can successfully bridge periods without external funding, longer-term funding contracts allow time for the mutual trust between the partners to fully develop and for the outcomes to materialise.
- Supporting partnership platforms and informing other funders what research has already been conducted. Funders (e.g. through the Donor Harmonisation Group) can further explore how building and supporting partnership platforms bringing partnerships from different programmes and funders together to share good practice and results can help mitigate the risk of overlaps and help better focus the resources.
- Recognising the long-term consequences of the Covid-19 pandemic. Fewer opportunities to meet in person may lead to fewer new partnerships established in the future. Funders can consider organising networking events, workshops and increasing visibility of funding opportunities locally so that new actors can form partnerships more easily in the future.

Implications for higher education institutions (HEIs) in the UK

- Considering the equity in benefits stemming from international higher education partnerships. Northern partners (including HEIs in the UK) can consider providing increased support to their Southern partners in academic writing, joint authorship of scientific articles and peer review processes.
- Identifying benefits stemming from international higher education partnerships. HEIs in the Global North (including in the UK) can consider putting more effort on identifying expected benefits for their own institutions, academics, students, as well as for their stakeholders and communities in order to better showcase the added value of their involvement in partnerships.
- Exploring how successful participation in international higher education partnerships can be built upon further. HEIs in the UK can capitalise on their long-term experience with North-South partnerships in their effort to integrate the SDGs internally in their institutional strategies and policies. Guidance and good practice examples in this area are emerging and could be used as source of inspiration.

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Through our support for equitable partnerships between our global network of members that result in shared and equal outcomes for all partners, we expand opportunities and strengthen higher education across the Commonwealth and beyond. To find out more, visit www.acu.ac.uk.

For more information, contact:

Michael Peak,
Michael.Peak@britishcouncil.org (British Council)

Jonathan Jenkins,
Jonathan.Jenkins@acu.ac.uk (ACU)