

Third EAHEP Workshop

International Partnerships in Higher Education:

Policies, Practices and Lessons Learned

8-9 June 2009

Crowne Plaza, Jakarta, Indonesia

OUTCOME REPORT

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1. Introduction

The concept of partnership has been 'en vogue' for quite a while in defining relations between universities around the world. Universities are looking for international partners for a variety of strategic or opportunistic reasons. They wish to combine each others strength in teaching and/or research, to exchange staff and students, to get access to brains, funds & markets, to diversify their student population and faculty, to become part of the global academic arena.

National governments and funding agencies have been important actors in supporting the idea of partnering. Many national governments want their universities to become international and attractive for foreign academics and students. Funding agencies see it as the preferred mode of collaboration in which institutions are linked by a common cause and agreed collaborative agreements.

The Asia Link and Erasmus Mundus programmes of the European Commission are based on the partnership model, involving the collaboration between universities from Europe and Asian universities. Similar programmes exist with other regions and the partnership has become a key objective in the European Union's support of Europe's universities.

A number of questions come to mind when looking at the policy and practice of partnerships: What is meant by partnership? Who are the partners? What are their roles and how are different types of partnerships carried out technically? Who decides for whom and to what purpose a partnership is established? Is the partnership sustainable?

The third EAHEP Workshop entitled *International Partnerships in Higher Education: Policies, Practices and Lessons Learned* took place on 8-9 June 2009 at the Crowne Plaza hotel in Jakarta, Indonesia. This workshop had 35 participants from 8 Asian and 5 European countries.

The workshop explored the added value of international partnerships in higher education for achieving academic and institutional goals. It focused on conditions which influence decisions on establishing international academic partnerships with institutions abroad. It looked at the opportunities and challenges involved in initiating and maintaining sustainable academic partnerships. And, it analyzed the institutional benefits (e.g. in terms of academic quality enhancement, access to research grounds, brains and funds) that may result from such partnerships.

Experiences with partnerships in programmes and projects in which European and Asian institutes collaborate formed the basis for the discussions, such as Asia Link and Erasmus Mundus. Invited speakers gave introductions on concepts, perspectives and experiences. After that, the participants discussed the topic in interactive breakout sessions. The sessions brought together the views of European and Asian participants on ambitions, opportunities and challenges.

This report presents the main outcomes of the workshop.

Chapter 2 presents summaries of the key note presentations which dealt with purpose and impact of international academic partnerships as well as the opportunities and challenges of them. The following two chapters discuss the findings of the workshop based on the contributions of the presenters and the discussions in the workshop sessions. Chapter 3 deals with opportunities and institutional benefits of academic partnerships. Chapter 4 discusses the challenges involved in initiating and maintaining sustainable academic partnerships. Chapter 5 contains the recommendations and the report ends with some points for further discussion on the basis of the outcomes of the workshop (Chapter 6) followed by a summary(Chapter 7).

Annex 1 gives an overview of the participants in the workshop. Annex 2 lists the authors and titles of all contributions and Annex 3 contains the programme of the workshop.

The organizers would like to thank all participants for their enthusiastic and constructive participation in the workshop and the keynote speakers and presenters for their inspiring and excellent contributions. A special word of appreciation goes to the participants who volunteered to chair the workshop sessions and those who acted as reporters.

The strong commitment of all involved made the workshop a very constructive, productive and enjoyable event.

2. Opening addresses & Key presentations

2.1 International academic partnerships, an overview of objectives and forms (Prof. dr. ir. Martien Molenaar)

Global scientific involvement is needed to understand global, supra national processes and their impact. Higher education should also be looked at in a global context as the processes involved are becoming more and more supra national. All nations should have the academic and professional capacity to monitor these processes and to contribute to their management.

The development of global delivery chains or networks for products and services requires a common understanding of the specifications and conditions for products and service delivery through a global involvement in research and technology and service development.

The world today is experiencing fast changing business models due to the globalization of the economy. This development results in the development of new products and services, fast changing working procedures and corporate cultures. Related outcomes are a reduced time horizon for investments and the unstable, changing or disappearing professions and development of new professions. Organizations have to adjust their mandates frequently. Further there is a constant need for re-education and training (life-long learning), not only for individuals, but also for organizations

Partnerships in higher education require investments that are academic, institutional and financially sustainable. International Higher Education is not capacity development but it is the most important instrument for capacity development.

There are several reasons why international networks for higher education should be formed. Through the combination of different competences and expertise can be combined into one program or course. Students can be served by the partners for the different components of their program. Further, e-learning tools can provide for mutual support of the different nodes, while the nodes can give support through regional seminars and workshops. The global spread makes a 24/7 support possible.

Consequently there is a new role for northern institutes. The developments allow a shift for northern institutions towards providing impulses for upgrade and innovate the educational services, stimulate mutual exchange and provide support between the parties in the network. It creates opportunities for weaker partners to participate in the research networks and programmes of strong partners.

Another result are the changing delivery modes for education. The program is delivered by partner institutions. Education can be delivered at multiple locations and e-learning (through educational networks) even makes the location independent. Students are already e-shopping for course elements.

These developments pose challenges, such as the meaning of global educational service supply chains or networks to international higher education and capacity development. Further there rise new issues towards recognition of credentials, as how to issue degrees to students who earn their credits in different nodes of a network. In addition, who will issue the degree; do we have to go beyond the concept of joint degrees? Moreover these developments raise also questions towards ensuring quality assurance and the implementation of quality standards.

2.2 Experiences with International Academic Partnerships. Findings from evaluation studies (Dr. Clemens Romijn).

Ecorys executed two comprehensive evaluation studies dealing with academic exchange and partnerships programmes from the EU towards Asia. The studies concerned the evaluation of Asia-Link, a programme run by the European Commission and one programme run by the Dutch government (Ministry of Foreign affairs) through the NUFFIC (the Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity (NPT)).

Results

For Asia LINK 30 projects have been studied. Most projects were finished. A random selection was made. A total of 155 projects have been funded under this programme. Results are:

All projects have been found to be highly *relevant* to the developmental goals and higher education needs of the countries visited. They are also relevant to the identified missions and goals of institutions visited.

As to the *effectiveness*, projects were rated along a 10-point scale ranging from 10 (excellent) to 1 (very bad). All projects rated six or higher on this scale. Most projects (around 70%) rated as good to excellent. The objectives in these projects are reached in a (very) satisfactory way. Projects differ in effectiveness on account of the diverse background of institutions and countries.

The projects have been operated *efficiently* in terms of finance and time and attribute this also the cooperation in the project. Value addition to the project has been high for both Asian and European countries in terms of academic exchanges and the visibility gained by all partners in their respective countries. By and large projects also reflect high economic potential arising from introduced courses and curricula developed through the collaboration.

Around three quarters of the project attains a significant *impact* in terms of improvements in the quality of Human Resources and labor market participation of students. The impact is somewhat less for student exchanges.

In terms of *sustainability* of the results, it appears that all projects have created international networks that ensure that results of the projects are sustained and expanded.

Opportunities and challenges

A central objective of the programmes studied is the promotion of regional and multilateral networking in Europe and Asia. The issue of the project's sustainability is therefore of immediate importance. There are a number of opportunities that are conducive to reaching some form of sustainability:

- Even where projects are slow to perform, European institutions have frequently confirmed their willingness to continue and to undertake newer projects on account of their professional cooperation with Asian higher education institutions that had occurred during the execution of the project.
- In a number of cases collaboration has been initiated with governments which have a greater chance of sustainability and acceptability for mainstreaming; even for future funding and other support.
- A number of projects that were midway through their implementation have been exploring opportunities for establishing twinning courses and joint activities.
- Sustainability did not seem to be a problem for some institutions that are well established financially. However, most need to be supported financially. This is especially a problem in Indonesia and Bhutan.

- In one example, the impact of the project has been felt in shaping the university governance system (administrative structures, roles, and regulations) on the pattern of the European partner universities.

Endurable partnerships emerged and are reflected in various forms. Examples are: participation in seminars and conferences, placement of PhD students in partner countries and joint supervision of thesis and joint undertaking of training programmes.

Very central challenges lie in the establishment of mutual trust. Essential in this is the instalment of effective communication. Communication should be frequent and clear.

Institutional benefits resulting from partnerships

Overall, there is evidence of an enhanced academic cooperation between institutes in the EU and Asia. Central benefit for all institutes is that they are capable of participating as equal partners as well as taking on superior roles in current projects as well as future ones. Invariably this leads to a higher quality of the higher education institutions concerned both in Europe and Asia. For Asia there is also evidence that brain drain is prevented.

2.3 Opportunities in Establishing International Academic Partnerships. South university perspective. (Le Quan Minh)

Universities in the south faced transition and fast growing economies since the open door policy in the 1990s, resulting in reform on economical, educational and institutional level. At the same time the world was becoming smaller and “flatter” by technological developments with a global impact: ITC, Internet access and new technologies.

This resulted in a number of opportunities, which are reflected in a high demand on the labor market, more university autonomy, well-selected and hard-working students, booming business, more collaboration with foreign universities and research institutes. It however also brought a number of challenges, such as a budget shortage for research and facilities, while facing a teaching overload and still low incomes. Universities were further faced with a lack of international standards, norms, definitions, internationally-accepted common practices and intellectual property law. Another challenge was the weak linkage with industry/business and unfair, “unhealthy” and healthy competitions. Still power remained centralized.

Southern universities had several strategies to cope with these new developments. There were short term strategies aiming to increase the budget and at the other hand long term strategies to invest in teaching and research quality.

The involvement in international collaborations and partnerships however, copes with possible negative the side effects of the short and long term strategies (e.g. increase of student admission affecting quality). Partnerships are the key to success. They involve a standard of quality in teaching research, leading to more research projects and further international 2 way programs leads to higher tuition, both leading to higher incomes. In addition, university reputation and more industry support lead to more facility equipment. A boost of resources will lead to a sustained and qualified staff. The incomes are both financial (e.g. share with industry and projects) and non-financial (honour, beneficial working environment, promotion).

North-south win-win partnerships

There are various interests that northern universities have in partnership with a southern university. There are excellent students and scientists (hard-working, soft-complaining), it lead to an increased number of students, northern students are able to go on exchange to the South, there are clear impacts with easy-to-see changes and lastly university and scientist reputation.

There are however difficulties for both partners from the south and north. For the south these include what partner to choose (quality of the partnership), possible negative effects such as brain drain and the possibilities of equal footing (dependent on regional economic development). Northern partners cope face questions such as a new and strange (difficult/impossible to understand) environment in the South, the public “visibility” is limited, it is difficult to attract (top) students and lastly, the southern universities tend to be less academic oriented and instead have more practical projects.

An active, enthusiastic team is a pre-condition for a successful partnership. Further strong commitment from leaderships on both sides is essential. Also, a project can lead to nation wide impact if the lessons and output are national-wide duplicated. A post-project plan can ensure sustainability, by keeping the momentum of cooperation.

The most important performances for a successful partnership are threefold: 1) a “critical mass” of well-trained staff should be created to help to establish new culture in teaching, research and administration; 2) the university reputation should be ensured through “visibility” to public; and 3) there should be a direct beneficiary.

Interests of South-South Partnership

Southern institutions should also not forget the opportunities of building a partnership with their neighbours (even in the same country). South-south partnerships have a huge potential and need to pay more attention and focus to. The interest lies in similar and recognizable problems for the institutions. Further they have similar conditions (tropical, economical/social) which are easier to learn, to understand and to adapt to. In general there is less effort to transfer knowledge, lessons and experiences, as it is already existing and available. Lastly, the expertise is less expensive.

Difficulties for south-south partnerships include competition resulting from a similar production and similar conditions. Further there can be a shortage of financing. Further, unfamiliarity with south-south partnerships can play a role.

Southern universities could therefore start to share applications, applied research and resources. Secondly they should team up in joint research to tackle regional, common or compared problems (e.g. poverty combat, agriculture). Lastly a good start is to visit and get to know your south partners.

2.4 Challenges in Establishing International Research Partnerships. Critical assessment on the base of experiences in Flanders” (Prof. dr. Martin Valcke)

Conditions to establish international academic partnerships include various dimensions. A holistic perspective towards higher education institutes is needed when looking into partnership opportunities.

Dimensions

Time. A long term collaboration perspective is favourable. For example VLIR IUS has a 2 years start up, followed by two times a maximum of five years of collaboration, and ended by a two years ‘phase out’. There is an advantage to build further on existing relationships that evolved from earlier projects, collaborations and historic relations.

Aggregation level. The activities of the collaboration can involve macro (faculties, central units) and micro (work floor) levels in a university. Commitment for the partnership should be ensured at all levels involved and include the participating staff from both institutions. Further they should build on, or develop together a strategic plan to execute the partnership.

Budget. A large budget is favourable as there is a broad spectrum of costs involved which include for instance personnel, infrastructure, travel and subsistence. The budget should be related to the timing

Planning methodology. The partners should start with a local problem tree analysis and make a list of goals, activities, results, deliverables and risks. The analysis should then feed in to a systematic planning of the project by a logical framework. The planning should include an evaluation check (yearly, 5 yearly) and external quality control. It is important to take the sustainability of the project into account when planning the project.

Objectives. Objectives can be distinguished both on academic and society level. On academic level objectives are organizational management (e.g. policy development, library, ICT, Academic English), teaching and learning, and research. On the level of society, the objective relate to the impact on local communities (e.g. aquaculture research: impact on farmers).

Activities. The activities of the partnership should aim at investing in real capacity building. The activities should take the local context into account, implementing its expertise and technique. The setting up of comprehensive research is the most promising (e.g., PhD) in this respect.

Challenges and opportunities

There are several challenges that sustainable partnerships face. To find partners on the same (research) level and sharing the same objectives is not always an easy task. Also the brain drain of students and staff due to the mobility as part of the partnership is a serious concern. The willingness of the partners to be involved in the partnership and the continuous contact is something that constantly needs to be worked at (e.g. incentive system counterproductive).

International partnerships however also bring also a lot of opportunities. It is a local test bed, experimental conditions (e.g., aquaculture, larger samples, and unbiased samples) and it gives opportunities to staff and student exchange through mobility programs. Other institutional benefits are in the field of research, as partnerships give access to local and international funding.

2.5 Presentation of an Erasmus Mundus collaboration (Prof. dr. Monang Manullang and Prof. Cristina Silva)

The Erasmus Mundus project ISEKI Mundus is part of the ISEKI Food network. The network aims at the internationalization and the enhancement of the quality of European higher education in Food Studies. In addition, the objective of ISEKI Mundus (I and II) is the promotion of good communication and understanding between European countries and the rest of the world in the field of food security.

Goals

Identified goals of the ISEKI MUNDUS partnership are the mutual benefits for both institutions involved, such as mutual recognition. Further it pursues a better knowledge of the safety of the food product. Another goal is to foster the internationalization and enhancement of the quality of food studies.

Opportunities & institutional benefits

The opportunities of the partnership are generally considered to be in the field of networking, cooperation and exposure towards international academic activities and the change to engage in these. International recognition for the institution, the increase of mobility, exposure to quality assurance and the exchange towards new technologies and teaching material.

Further, the partnerships are interesting as they open a whole new world into the cooperation to build co-curriculum that will be uniting the best practices owned by related partners. The joint research tunes curricula by addressing global issues such as food security for all especially the poor to provide an even health and nutrition distribution in the world. The institutional benefits that follow from the partnership involve the gaining of an international experience and the exchange of knowledge. It is an opportunity to increase the expert network around the world and opens international career opportunities for all academics involved. Further the quality standards and accreditation for national and educational purposes is –once it is in place- seen as a benefit.

Challenges

The funding of the budget for carrying out the activities and the financing of the management are one of the identified challenges. These are related to ensuring government support, financing from agencies and engagement from industry. Others challenges are brain drain as result of the partnership and global employment, en the commitment of the people involved in the implementation of the partnership.

Sustainability of the partnerships

To ensure the sustainability of the partnership, one should not look at one aspect only but at all aspects of the partnerships, examples are:

- co-curriculum development leading to internationally recognized degree;
- collaborative research and share of facilities and infrastructures;
- cross cultural approach in handling global issues in education and research;
- international certification program on specific professions;
- establishment of strong linkage among academic-business-government;
- joint publications: meetings, books, articles, and e-journal.

3. Opportunities and institutional benefits of academic partnerships: Interests, purposes and activities

Before and during the workshop participants expressed in various way what they see as the most important opportunities of academic partnerships. This paragraph will summarize the opportunities and institutional benefits participants have mentioned at three levels: interests, purposes and activities.

3.1 Interests

Looking at opportunities in the broadest sense of the word, one could wonder what interests are at stake while forming international academic partnerships. In a climate of global environmental changes and a trend that goes towards world wide competition in higher education, cooperation is unavoidable. Higher education institutions need partners to exchange people, ideas and methods in order to cope with the demands of a rapidly changing world. International cooperation projects often are expected to contribute to the global goals such as: to help poverty reduction through economic growth, to support greater economic cooperation and trade between Europe/NL and Asia, to raise the profile of Europe in Asia and vice versa and to create mutual awareness and understanding between the two regions.

Participants mentioned several *push factors* for international partnerships.

- Both in the EU and Asia students are expected to have intercultural competences, be world citizens, should be able to work everywhere.
- Problems more and more have a global nature. So there can only be global solutions. It is a common interest for EU and Asian Universities to work together.
- Universities more and more are expected to work in a multidisciplinary way.
- There is a clear need of EU Universities for students from Asia.
- EU universities also need to keep in touch with areas in agricultural research. China and India are much more advanced in this area.
- To be involved in international cooperation is an interest in itself, for instance out of international solidarity (as in Cuba) or the wish to offer community services. In some cases the offering of community services is a core business.
- Doing collaborative projects is a way to earn a living. Education is an export article for many universities and countries.
- Partnerships are a possible way to be part of international networks.

During the presentations participants emphasized some 'lessons learned' that are worthwhile mentioning here:

1. The principle of a demand driven partnership, in which the planning and execution of project is flexible based on the emerging demands, eases the partnership building between partners and accommodates the dynamics of running an education programme during the course of the project.
2. A partnership with qualitative performance indicators, which does not apply rigid quantitative performance indicators, is more useful in focusing on the process of changes which gives deeper impact.

How do individual institutions benefit from partnerships?

There are various advantages that could result from collaboration. To mention a few: international cooperation could lead to more students coming to the institution, to international exposure, to the improvement of research and development, to more and better scientific publications, to improved education and to innovation in education. Cooperation with certain partners leads to the international recognition by other non-partner overseas university, which may lead to another partnership. The following two paragraphs will summarize what goals and activities institutions can achieve and carry out in the framework of a partnership.

3.2 Purposes of international academic partnerships in higher education

The following goals of academic partnerships in higher education can be distinguished:

- *Improving the quality of education.* International partnerships often have a direct and positive effect on the quality of education and the learning process. Collaboration allows pursuing better education through academic activities such as the development of curricula, teaching material, research, tuning, mobility of faculty members as well as mobility of graduate students, and quality assurance.
- *Improving the quality of research.* Partnerships allow for cooperation in joint research, which is beneficial to all partners involved. Institutions develop collaborative scientific research networks. Partners learn from each other for quality improvement in research and combine strengths. However, in this respect it was mentioned that academic partnerships are operating on the basis of equality and mutual recognition and is based on two-way cooperation.
- *Mutual understanding.* Partnerships allow institutions to learn from each other for quality improvement and achieve sustainable growth. Collaboration leads to mobility of people so that mutual understanding can be promoted. The courses in the programs in the same or similar fields can be studied by the students from the other side, the language and culture of each other can be studied, communicated and better understood, more common understanding and common interests can be reached, while the differences can also be more clearly identified but understood, accepted, and enjoyed in many cases. Academically, partnerships lead to common understanding on curricula, ways and styles of teaching, quality assurance, and other aspects, such as cultural understanding. This will in turn promote mutual recognition of degrees and the mobility of citizens.
- *Capacity building* is mentioned as another goal of partnerships e.g. international collaboration to provide access to education and training.
- *Increasing the competences and capacities of students, staff and researchers.* Students can be trained abroad so that they can become more qualified Earth Village citizens to undertake the future responsibilities of the world peace and sustainable development. Partnerships help to achieve a higher rate of international exchange and mobility of the members of the university community and thus promote the development of common interests among the researchers on both sides.
- *Reputation enhancement and financial advantages.* Partnerships open the door to funding opportunities (external funding, more income, and more students) but also allow institutions to build a network in higher education and to become a partner in the global academic arena. By consolidating and developing relations with universities and prestigious research centres and by participating in international programs, institutions get international recognition and an educational platform, which allows institutions to achieve sustainable growth.

3.3 Activities pursued in the framework of international academic partnerships

A third category of opportunities are the activities that can be carried out in the framework of the partnership. The simple fact of doing things together creates benefits to the institutions. Collaboration has an added value as it would not be possible to realize the activities in the same way without a partner institution. Most frequently mentioned were the following activities:

- *Educational activities*, such as the development of double and joint degree programs, curriculum development, development of teaching materials and methods, e-based curricula, sharing courses (could be on line), twinning programmes.
- *Mobility of students and staff* through exchange programmes, visits, internships, participatory research and development. The partner institution could facilitate academic development of staff by offering them MA or

PhD programmes. One participant explained it as follows: "*professors coming from international partners help to enhance the quality of education at our university. At the current situation, there is a scarcity of highly qualified academicians in the country. In such a situation, quality assurance of education is a crucial factor. The visiting foreign professors not only help in teaching, they also train local faculties in teaching and research, also helping them to do masters and doctorate in house. This contributes greatly in human resource development and future sustainability. The visiting professors in turn have good experience of working at problems of developing countries. This will help them to better understand social and technological differences between partner countries. The exchange of students, though in smaller number, helps local students to learn at better educational facilities abroad. They may also initiate future international cooperation*".

- *International knowledge sharing.* Together with the partner, institution organise seminars, workshops, conferences, joint scientific meetings, training programs, professional skill development. But also the exchange of experiences in university management and policy dialogue.
- *International research activities,* such as the development of joint research projects of collaboration to mutual benefit, supervision of thesis and dissertations, collaborative research, international research projects. Research collaboration often leads to joint scientific publications which in turn help to accelerate progress in research, which is beneficial to all partners.

4. Challenges involved in initiating and maintaining sustainable academic partnerships

All phases of international cooperation in partnerships know their specific challenges. At the beginning challenges lie in finding and selecting the right partner, coming to a shared vision, formulating objectives and creating commitment. During the implementation of the partnership challenges lie in the management of the partnership itself and in the execution and quality control of the activities. Last but not least (financial) sustainability is seen as a great challenge. The following paragraphs will elaborate on such challenges.

4.1 How to find a suitable partner?

After one decides that undertaking certain activities together with one or more partners adds value and creates benefits, the search for and the selection of a partner are the first steps to take. Participants in the EAHEP workshop mentioned a number of considerations when it comes to choosing the right partner.

It is considered important to have a profound understanding of the potential partners on their history of international cooperation, their vision, strategies, academic expertise etcetera. Next, those elements should be compared with the profile of one's own institution. One should look for complementarity and compatibility of ambitions and obtain understanding of long term and short term expectations from both partners and the partnership. There should be a match in academic interests. One should operate with mutual respect for each others culture, manners, etcetera. Although the communication barrier is often an issue in international cooperation, one should strive for effective, constructive communication. In the preparation of a cooperation one should set up a form of risk management and make sure that there is an equal or weighted sharing of responsibility and benefit: *"Everybody gains something"*. Those projects that are funded with a specific purpose should have a thorough understanding of the policy environment.

In the process of finding and selecting a partner it is deemed necessary that the Southern partner has a critical attitude. One should have a thorough dialogue on what kinds of partnerships are feasible/possible, and on what the partnership is used for (purposes and activities). Ownership of the Southern partner is an issue. This can be increased when projects contain an element of institutional development.

One participant suggested creating a shift from input to output finance (f.e. bonus for articles) as a way to stimulate involvement at all levels of the organization.

Some recommendations in this phase, mentioned by participants are:

- Build on previous bilateral relationships between partners;
- Build on constructive mutual trust and a sound understanding;
- Respect each others different manners;
- Have a strong operational and policy support;
- Agree on clear mutual and equal sharing of benefit.

4.2 How to arrive at a shared vision as the basis for a partnership?

Shared vision is obtained by investing in communication and exchange of information. Partnerships start with the identification of shared goals and shared policy.

A strong leader with sufficient decision power is needed representing each partner. The collaboration should be scaffold with a framework. Outcomes and goals should be achievable. A certain level of shared conditions is needed (e.g. language, cultural understanding), although one needs to accept differences at local or national level (e.g. regulatory differences) and develop understanding as to the differences. It is advisable to have a formal base of discussions in order to guarantee good communication and information exchange.

Crucial in this phase are:

- Common policy and goals.
- Individual and organisational Commitments

- Leadership qualities
- A formal framework of collaboration.
- Effective communication.
- Democratic decision making.
- Trust and responsibility.
- Fairness.

4.3 How to ensure institutional commitment for partnerships?

Commitment is founded on what is reached in the previous phase of creating mutual understanding and shared goals of the collaborations. However, ensuring institutional commitment is work in progress that needs attention at all times. Participants came up with some very concrete ideas on how to stimulate commitment within the institutions. Commitment can be achieved by:

- Integrating the project/partnership into the institutional development activities at all levels;
- Internal/institutional dissemination of project/partnership to increase its visibility.
- The engagement of national bodies;
- Inviting the presidents or top management level to attend important meetings (kick-off, mid-term evaluation etc.) to raise their awareness on the partnership.
- Having the university rectors or heads to sign a general or specific protocol of co-operation;
- Formalizing the relationship, tasks and responsibilities of administration and integrating those in the institutional policy;
- Linking the partnership to a specific national priority and broadening the impact of the partnership to national level whenever possible and feasible;
- Delivering more than it is promised;
- Looking for the synergy between the partners;
- Continuously monitoring of the partnership through both quantitative and qualitative indicators

According to one of the participants: *"the institutional commitment should be seen, developed and ensured in a context of a national-institutional-partnership framework, where mutual respect, understanding of each others culture, and fairness in sharing outputs of the collaboration"*.

4.4 How to sustain the partnerships?

"While executing the partnership it is advisable to work as equal partners, to deliver what you promise, to be flexible if needed, and to build in ways to maintain quality".

Sustainability finds its basis in what has been done well or not in the previous phases. Many of the factors below - that are considered to have a positive influence on sustainability – have been mentioned in the previous paragraphs.

- *Agreement on common principles.* Again we are talking here about mutual understanding, commitment and determination at all levels, shared vision, goals, objectives and benefits/costs, common values, norms and beliefs and a clear understanding of and agreement on the roles and responsibilities.
- With respect to *attitude*, there is expected to be reasonable flexibility, mutual trust, sufficient respect to the culture, tradition, and rules of the other side, etcetera.
- *Strong leadership and good project management* is deemed essential for sustainability. There should be a clear programming cycle at the start of the project. The collaboration should build on a problem tree analysis. There needs to be a predefined evaluation cycle and a very clear budgeting cycle with accountability mechanisms. There should be clarity on duties, responsibilities and job descriptions for all people involved in the collaboration. Etcetera.

- *Dissemination* of the outcomes of the partnership is a way to make these outcomes sustainable. For example a website with project information and results, international seminars, special Interest groups. Dissemination in one's existing network about the project and its outcomes. The project should be noticed at an (inter)national level, by going to international conferences, or at the own organisation by giving presentations to students and colleagues.
- *Funding* from public and private sectors (financial sustainability) was mentioned by various participants as both a concern and prerequisite for sustaining the partnership. However, it was mentioned that *'it is not always necessary to invest a lot of money to allow academic partners to work together. An important issue to come to sustainable solutions is motivation and academic interest on all sides of a partnership involving all partners, and this does not always have to cost a lot of money'*.
- *Sustainability by exchange*. Regular exchange of faculty and students, collaborative academic activities including organizations of seminars and symposia on regular basis, formation of collaborative research groups with common objectives and interest will ensure the sustainability of partnership. In the design of joint study programmes, ensure accreditation of these programmes (also) at national level.
- Last but not least the quality of the partnership should get continuous attention. This refers to the management of the relations with the partner as well as the activities carried out in the framework of the partnership.

One participant presented an extensive list of *Key issues* for sustainable partnership:

- *Leadership*
- *Sharing of benefits*
- *Transparency*
- *Policy and planning*
- *Envision*
- *Quality of education and research*
- *Motivation and commitment*
- *Fund raising*
- *Mutual trust and strong relation*
- *Institutional capacities*
- *Opportunities for experienced*
- *Decentralized policy*
- *Curriculum development and review*
- *Academic calendar and schedule*
- *Support from related ministries*
- *Practical education*
- *Monitoring, evaluation, and standardization*
- *Attitude*
- *Dissemination*

5. Recommendations

During the various working group sessions presenters and audience came up with recommendations to institutions, governments and donors. At the very end of the EAHEP workshop the chair persons of the different working groups were asked to come forward with recommendations during a panel discussion. Some of those were meant for higher education institutions in general, others specifically for institutions in Asia respectively in Europe, and others were recommendations to governments and donors.

5.1 Recommendations to institutions

As institutional cooperation is often the result of person to person networks, it is recommended to invest in and facilitate staff and student mobility.

While setting up a partnership it is recommended have objective criteria for partner selection and collaborate at comparable institutional levels between the partners. One should not be too exclusive and keep the options open for new partnerships. Once a suitable partner is found one should begin with a search for common interests and thus create win-win situations. Also, the experience of the participants shows that it is better to set clear, limited and achievable goals. *“Do not go for the high end objective; look for what is feasible “accreditation of a program” versus having “a shared content recognition (standards)”*. Sometimes it is more feasible to obtain bilateral recognition of programs instead of all consortium recognition. And various participants have experienced that in the follow-up of their projects they continued with a selection of initial partners that have adopted the shared goals during the project period.

Furthermore, it is essential to make a very clear policy plan and strategic plan. Partners should come to a shared vision and understanding of expectations. These could be expressed in a logical framework. In addition the collaboration should fit in long term strategy of the involved institutions. In other words, there should be coherence between Institutional goals and network objectives. To achieve a formal base institutional commitment is necessary. One should allow a start up phase to build the relationship and be willing to redirect objectives if necessary. In order to create support at all levels of the organisation, envision target outcomes that are valued by partners and staff, such as publications, acceptance rates. While doing so partners should make sure to match expectations and take care about how to define “quality”.

Communication is a key factor for the success of partnerships. Communication within institution and between institutions for international partnership needs to be ensured. In order to facilitate effective communication institutions should invest in communication means (audio-, videoconferences). In international cooperation it is particularly important to take care of the imbalance in the language of discussion: use persons with language proficiency or cultural go-between. Multilingual staff has a catalyzing effect. Although misunderstandings and differences of opinion occur frequently, it is essential to always be respectful to one another.

Another set of recommendations focussed on strengthening the linkage between institutions and stakeholders. It was deemed important to set up or strengthen partnerships between academic, business and government (ABG).

In order to have alternate financial resources, it is advisable to secure funding from several sources through the involved partners. One should always be aware of risks and have a system of risk management in place.

Participants were of the opinion that International cooperation should be a factor in evaluation systems of universities. Also, Institutions should establish an Intellectual Property policy for international cooperation.

Institutions in Asia are recommended to:

- be visible, at conferences and on their website. They should be working on their attractiveness as a potential partner;
- create awareness of the importance of being part of an international network;
- be open to student exchange from Northern and Southern partners;
- be aware of their Intellectual Property rights;

- be aware of the power imbalance in order to be able to defend their interest towards the northern partner;
- therefore participate (pro-) actively from the beginning, for example during the needs analysis. Projects are generally demand driven. Therefore it is expected from the Asian institutions that they know their demand and know how to articulate it;
- also look for South-South partnerships and partnerships within the same country;
- invest in language training. However, there is no need to be insecure as most Europeans are also non-native speakers of English.

Institutions in Europe are recommended to:

- reserve structural budget for the organization of the cooperation f.e. setting up partnerships and pre-partnership phase;
- be more sensitive to other cultures;
- be more visible in Asia (in comparison to US and Australia);
- realize that what is good for Europe is not always good for Asia;
- be aware of the fact that the academic level in Asia is lower;
- realize that it can be very rewarding to have an Asian research partner;
- share the European credit transfer system with Asia

5.2 Recommendations for governments and donors

Most of the recommendations given by the participants of the EAHEP workshop to governments and donors were about money and about bureaucracy or regulations. Participants think governments and donors should have more continuous and sustainable financial support for international cooperation, they are expected to facilitate partnerships by ensuring funding for mobility. Higher Education and research should be given top priority. There should be recognition of international cooperation. Government and donors should be less bureaucratic. And when it comes to national regulations, governments should facilitate joint degrees and visa and immigration procedures.

More specifically governments:

- should support and respect the openness of the academic international cooperation;
- should facilitate academic mobility, facilitate visa, allow academics to go abroad without written permission, etcetera;
- should create an international credit transfer system and a system for quality control and assessment for higher education institutions;
- should promote internationalisation of the curriculum;
- reward international activities;
- provide financial compensation for international research;
- create safeguards (a system of check at the gate) to see if institutions that come into the country are good partners.

According to the participants of the workshop, donors should:

- develop policy based on evidence of what works and what does not work in international projects;
- promote transparency of project funding and expenditure and information on funding policy;
- disseminate the content of the projects;
- aim at partnerships instead of projects;
- introduce a pre-phase in order to allow partners to meet each other and to develop a plan together f.e. a 2-year acquaintance period;

Some participants were particularly worried about the fact that there is no money available in Erasmus Mundus specifically for capacity building/institutional development.

6. Issues for further discussion

The EAHEP sessions were characterized by lively discussions on a number of topics which the participants felt to be very important for their work and organizations. Often there was no time enough to discuss the issues from all angles. The following questions were raised during the workshop and were not fully answered.

- How to organize and manage *Intellectual Property Rights* (IPR) in international research collaborations?
- What do we mean by *globalization of knowledge*? What are the implications for universities in developed and less developed countries in terms of challenges and opportunities for research, international collaboration, institutions in developed and less developed countries?
- *The recognition of qualifications* between the two regions.
 - What are good practices in the field of recognition in the EU and Asia?
 - How to organize the transfer of credits and recognition of degrees within an international academic partnership?
 - Who should be responsible?
- *Quality assurance*.
 - What are good practices in regional quality assurance?
 - How is quality assurance in higher education organized in the two regions?
 - How can institutions arrange the quality assurance in their cooperation and agree on a single quality assurance system for their collaboration in for example a joint program?
 - How do we build trust in quality recognition between the regions?
- *The sustainability of international academic collaborations*.
 - How to sustain your international academic collaboration?
 - How to sustain your collaboration through management?
 - How to institutionalize your collaboration?
 - How to draw other financial support and funding sources?
 - What are the benefits of external linkages with business and government for sustainability purposes?
 - How to organize linkages with business and government?

And last but not least: How to implement what we have learned in this EAHEP workshop in the day-to-day management of our partnerships?

7. Summary

The main purposes of international academic partnerships are to improve the quality of education and research, creating mutual understanding and mutual learning opportunities, strengthening the capacities and capabilities of staff and students, financial benefits and reputation enhancement.

Activities carried out in the framework of the partnerships are mainly focused on cooperation in education and research, mobility of students and staff, and other activities facilitating international knowledge sharing.

To find a suitable partner it is deemed essential that one is prepared to get into a partnership, that one is visible for and selective towards potential partners.

In order to achieve a successful partnership both partners should invest in truly getting to know each other in order to obtain transparency on each others academic expertise, ambitions and expectations and the financial set-up of the partnership. Only then partners can come to a shared vision, shared goals and shared policy.

To make partnerships sustainable there should be:

- an active and continuous search for compatibility;
- long term commitment which is institutionalised at all levels of both institutions and compatible with and embedded in both institutions' policy plans;
- a need for strong leadership and project management;
- an active monitoring of the quality of all aspects of the partnership.

Industry should be called in to become a partner;

Governments and donors are advised to have reliable and continuous policies and provide sufficient and constant financial means for higher education. They should support international academic partnerships financially but also practically (e.g. minimizing bureaucratic burden, facilitating visa, licences and credit transfer) creating a context that allows partnerships to flourish.

At the end of the workshop the chair persons of the different working groups were asked to come forward with conclusions and recommendations during a panel discussion.

The Chair of this session and host of the EAHEP workshop, Dr. Jos Walenkamp, summarised the workshop as follows:

"Academic Partnerships may be compared to a marriage, as some participants in the workshop have done over the last two days.

If we do so the first question is "Why marry?" Charles Darwin made an extensive list of all the advantages and disadvantages of marriage and concluded that the first outstripped the last. His conclusion was: 'marry, marry, marry'.

Mr Clemens Romijn outlined the advantages of international academic partnerships: they contribute to economic growth, the development of human resources, more possibilities for students, capacity development and an expression of solidarity. They furnish the global research networks necessary to tackle global problems, as outlined by Prof Martien Molenaar.

Once one has decided on marriage, the next step is to find a suitable partner. This can happen through a chance encounter, e.g. during an international workshop; as the outcome of an deliberate search, through a matchmaker such as the Nuffic, or take the form of an arranged marriage as in the example of the Faculty of Engineering of the University of Kathmandu, where the dean and the dean of the Norwegian partner were long time acquaintances. Forced marriages were considered to be long lasting. (Chhetri)

It is important to be visible, to put on make-up, though not too much and to be prepared.

The whole family should be included as international cooperation affects the whole institution and certainly needs support on all levels.

A third step was considered to be mutual understanding between the partners, to communicate well, too learn one another's language, or to develop a new language. Have respect for each others approach and culture, and take your time. A fruitful flirtation and engagement period may last for two years. In that time there is exchange of little niceties and small gifts.

Fourthly it is imperative to investigate compatibility. Find out if the partner not only has enough differences to make him or her attractive, but also if there is enough of an intellectual match, of common interests, of parity. The interaction should be on comparable level: dean to dean, rector to rector, lecturer to lecturer. And mind: parity on paper is not always parity in reality. Be realistic. There will be inequalities, and risks and different expectations. Build in strategies to cope with them. Make sure all strategies are equally clear to both parties.

Next is commitment. With strong commitment there is no chance to overcome all the troubles that lie ahead. Commitment comes with active participation of both partners. Do not be too exclusive. Keep your options open. More partners, though not too many, may be a welcome enrichment. South-South partnerships can be especially valuable.

Get the consent of the parents. The rector or the president should be happy or the marriage will not last. Clear objectives and a link to both institutional and national interests are wise inclusions. The partners and their relatives should recognise the value of the marriage.

Marriage is for life; a partnership should be for the long haul. External forces, such as donors (or rather financing institutions; the donor was not well liked) should realise that "Only partnerships that are sustained long enough provide real mutual benefits".

Having said this, one should also have the courage to end the relationship if it is no longer working. And beware. You start with a dowry. That will run out sooner or later. Arrange new finances and begin doing that right from the start.

The seventh step is to investigate and build on complementarity. What are the mutual benefits, the resources each partner brings in and what does each partner expects from the other. This should be very clear from the outset, also with reference to the earlier mentioned management of expectations, but it is also a work in progress. Be flexible, be willing and able to adjust to changing circumstances and situations; be willing to reset your way of working and sometimes even your objectives.

Special attention needs to be given to the circumstances and context of the partnership. Governments should be enabling: widening the possibilities for joint and double degrees and facilitating credit transfer and the issuance of visas for staff members and students. Institutions ought to have good governance to enable improvements and make sure they are durable. Next to capacity development on faculty level, organisational and institutional development are essential.

Donors, or financing bodies have to be reliable and willing to bankroll a partnership for many years. Martin Valcke gave an indication of at least 12 years. Bureaucracy does not constitute an enabling environment; rather it is considered an inhibition to developing a partnership, although having a common enemy may strengthen the bonds between partners.

The eighth step refers to finances. Many a marriage fails because of money problems. Academic sustainability can rarely be accomplished with sustained financing. Although some participants claim that it can be done. Financial sustainability is often considered to be an illusion, a pipedream. Sustainability is finding new sources of financial support in time. Attention to financing will pay off. Learn to speak the language of donors ('Eurospeak'). Learn to 'trap the money' (AUN), but do not be too mercenary; a really good setup always finds finances. Donors are desperately seeking good causes for their money.

The last step is to make the marriage last. How to sustain the relationship? Apart from finances and a enabling context, mutual respect and understanding are essential. That must also show itself in complete transparency in financial matters: budget, sources of money, expenditure and income. Fairness is important, e.g. Intellectual Property Rights need to be protected. Quality assurance is a must for continuation of support. But most important is a continuous investment in the relationship, open communication, expression of dissatisfaction with partners, monitoring of the partnership and adjust where necessary or desired.

If all of this advice of the members of the Working Group, and surprisingly enough, there was a great unanimity, is followed, there is a good chance we may one day say

'And they lived happily ever after'."

Annex 1: List of participants

	Title	First name	Last name	Country	Institution
1	Mr	Marrik	Bellen	ID	Nuffic Neso Indonesia
2	Dr	Ram	Bhujel	TH	Asian Insitute of Technology (AIT)
3	Dr	Bhupendra	Bimal Chhetri	NP	Kathmandu University
4	Dr	Gang	Deng	CH	Kunming University of Science and Technology
5	Prof	Ishwar Chandra	Dutta	NP	Tribhuvan University
6	Mr	Roberto	Escarre	ES	University of Alicante
7	Mr	Nico	Evers	NL	Nuffic
8	Dr	Nantana	Gajaseni	TH	Chlalongkorn University
9	Dr	Pham Huy	Giao	TH	Asian Institute of Technology
10	Ms	Giovanna	Jatropelli	IT	Ministry of Foreign Affairs Rome
11	Dr	Moazzam Ali	Khan	PK	University of Karachi
12	Dr	Tubagus Maulana	Kusuma	ID	Gunadarma University
13	Prof	Tony	Lavender	PT	Universidade do Minho
14	Ms	Jenneke	Lokhoff	NL	Nuffic
15	Mr	Tom	Loran	NL	ITC
16	Prof	Monang	Manullang	ID	IPB - Bogor Agricultural University
17	Prof	Le Quang	Minh	VN	Vietnam National University - Ho Chi Minh
18	Prof	Martien	Molenaar	NL	ITC
19	Prof	Safri	Nugraha	ID	University of Indonesia
20	Ms	Destriani	Nugroho	ID	European Commission Delegation
21	Ms	Asharini	Nursamsiah	ID	Ministry of National Education
22	Prof	Badia	Perizade	ID	University of Sriwijaya
23	Mr	Ronald	Perkinson	ID	Putera Sampoerna Foundation
24	Prof	Ramachandran	Ramesh	IN	Anna University
25	Prof	Wahid	Razzaly	MY	Centre for Academic Development - UTHM

26	Dr	Clemens	Romijn	NL	Ecorys
27	Dr.	Titi	Savitri	ID	Universitas Gadjah Mada
28	Prof	R.	Shyamasundar	IN	Tata Institute of Fundamental Research
29	Prof	Cristina	Silva	PT	Universidade Católica Portuguesa
30	Prof	Hardyanto	Soebono	ID	Universitas Gadjah Mada
31	Mr	Andrias	Soesilo	ID	British Council
32	Ms	Monique	Soesman	NL	Nuffic NESO Indonesia
33	Prof	Martin	Valcke	BE	Ghent University
34	Mr	Arnold	van der Zanden	NL	Netherlands Embassy Indonesia
35	Dr	Jos	Walenkamp	NL	Nuffic

Annex 2: Presentations

Opening addresses

HE Mr Julian Wilson, Head of Delegation / Ambassador – Delegation of the European Commission to Indonesia, Indonesia. *Opening address*

Prof. dr. Fasli Djalal, SpGK, Director General, Ministry of National Education, Indonesia. *Opening address*

Keynotes

Prof. dr. ir. Martien Molenaar, ITC, The Netherlands.

“International academic partnerships, an overview of objectives and forms”

Dr. Clemens Romijn, Ecorys, The Netherlands

“Experiences with International Academic Partnerships. Findings from evaluation studies”

Le Quan Minh, Vietnam National University Ho Chi Minh, Vietnam

“Opportunities in Establishing International Academic Partnerships. South university perspective”

Prof. dr. Martin Valcke, Ghent University, Belgium

“Challenges in Establishing International Research Partnerships. Critical assessment on the base of experiences in Flanders”

Prof. dr. Monang Manullang, IPB – Bogor Agricultural University, Indonesia; Prof. Cristina Silva, Universidade Catolica Portuguesa, Escola Superior de Biotecnologia, Portugal.

Presentation of a Erasmus Mundus collaboration
“International Academic Partnerships. Strategic Consideration in Establishing and Maintaining International Academic Partnership”

Working group 1

Presentation 1: Roberto Escarré, University of Alicante, Spain.

“What interests are at stake? How to balance them?”

Prof. Gang Deng, Kunming University of Science and Technology, China.

“International Academic Partnerships for Chinese Universities -- Interests at Stake and Ways to Balance”

Prof. R. Shyamasundar, Tata Institute of Fundamental Research, India.

“EU-Asia Higher Education Partnership between India and European Countries”

Working group 2

Dr. Moazzam Ali Khan, University of Karachi, Pakistan.

“CLIMA: Euro-Asian research and training in climate change management”

Drs. Tom Loran, International Institute for Geo-Information Science and Earth Observation, ITC, The Netherlands.

“International partnerships in Higher Education”

Working group 3

Dr. Ram C. Bhujel, Asian Institute of Technology, Thailand.

“How can we sustain the partnerships; with or without external funding?”

Prof. Ishwar Chandra Dutta, Tribhuvan University, Nepal.

“How can we sustain the partnerships; with or without external funding?”

Working group 4

Dr. Buphendra Bimal Chhetri, Kathmandu University, Nepal.

“Finding Suitable Partner: Perspective of a Developing University in a Developing Country”

Prof. dr. Nantana Gajasen, Chulalongkorn University, Thailand.

“How to find a suitable partner?”

Working group 5

Prof. Wahid Razzaly, UTHM, Malaysia.

"Finding Good Partners for Academic International Programmes Collaboration"

Dr. Tabagus Maulana Kusuma, Gunadarma University, Indonesia.

"Achieving international recognition through international standard education and collaborative research"

Working group 6

Prof. dr. Hardyanto Soebono, Universitas Gadjah Mada, Indonesia.

"Building partnerships"

Prof. Tony Lavender, Universidade do Minho, Portugal.

"SIDNUET: Staff and Institutional Development for the National University of East Timor"

Annex 3: Workshop Programme

EAHEP Workshop on *International Partnerships in Higher Education: Policies, Practices and Lessons Learned*

8-9 June 2009, Crowne Plaza Hotel, Jakarta, Indonesia.

8 June

From	To	Session
8.30	9.00	Registration
9.00	9.50	Opening Welcome from the organizers: Dr. Jos Walenkamp, Director Knowledge and Innovation, Nuffic. Opening address: HE Mr Julian Wilson, Head of Delegation / Ambassador – Delegation of the European Commission to Indonesia, Indonesia. Opening address: Prof. dr. Fasli Djalal, SpGK, Director General, Ministry of National Education, Indonesia. Introduction of the workshop programme: Nico Evers, workshop convenor
9:50	11:00	<i>International academic partnerships: purpose and impact</i> Chair: Dr. Jos Walenkamp, Director Knowledge and Innovation, Nuffic. Keynote 1: International academic partnerships, an overview of forms and objectives <i>Prof. dr. ir. Martien Molenaar, International Institute for Geo-Information Science and Earth Observation, ITC, The Netherlands.</i> Keynote 2: Findings of evaluations and reviews of international academic partnership programmes like Asia-Link and similar programmes <i>Dr. Clemens Romijn, Ecorys, The Netherlands</i> Plenary discussion on the presentations
11.00	11.30	Coffee break
11:30	13:00	<i>International academic partnerships: what are the opportunities and challenges?</i> Chair: Dr. Jos Walenkamp, Director Knowledge and Innovation, Nuffic Keynote 3: Opportunities/advantages in establishing international academic partnerships <i>Prof. Le Quan Minh, Vietnam National University Ho Chi Minh, Vietnam</i> Keynote 4: Challenges in establishing international academic partnerships <i>Prof. dr. Martin Valcke, Ghent University, Belgium</i> Keynote 5: Presentation of a Erasmus Mundus collaboration <i>Prof. dr. Monang Manullang, IPB – Bogor Agricultural University, Indonesia</i> <i>Prof. Cristina Silva, Universidade Catolica Portuguesa, Escola Superior de Biotecnologia, Portugal</i> Plenary discussion on presentations
13:00	14:00	Lunch

14.00 15.30 **Breakout session 1. Strategic considerations in establishing and maintaining international academic partnerships**

Working group 1: What interests are at stake? And how to balance them?

Chair: Prof. dr. Badia Perizade, MBA, University of Sriwijaya, Indonesia.

- Presentation 1: Roberto Escarré, University of Alicante, Spain; Prof. Gang Deng, Kunming University of Science and Technology, China.
- Presentation 2: Prof. R. Shyamasundar, Tata Institute of Fundamental Research, India.

Reporter: Dr. Clemens Romijn, Ecorys, The Netherlands.

Working group 2: What are the institutional benefits of academic partnerships? Can we measure them?

Chair: Prof. Cristina Silva, Universidade Catolica Portuguesa, Escola Superior de Biotecnologia, Portugal.

- Presentation 1: Dr. Moazzam Ali Khan, University of Karachi, Pakistan.
- Presentation 2: Drs. Tom Loran, International Institute for Geo-Information Science and Earth Observation, ITC, The Netherlands.

Reporter: Prof. R. Ramesh, Anna University, India.

Working group 3: How can we sustain the partnerships; with or without external funding?

Chair: Prof. dr. ir. Martien Molenaar, International Institute for Geo-Information Science and Earth Observation, ITC, The Netherlands.

- Presentation 1: Dr. Ram C. Bhujel, Asian Institute of Technology, Thailand.
- Presentation 2: Prof. Ishwar Chandra Dutta, Tribhuvan University, Nepal.

Reporter: Monique Soesman, NESO Jakarta, Indonesia.

15.30 16.00 Coffee/tea break

16.00 17.00 *Workshops continued*

17.00 18.00 Drinks and snacks

18.00 Diner & Cultural event

9 June

From To Session

9.00 10.00 Plenary

Presentations of workshop outcomes on Strategic considerations of previous day

Chair: Nico Evers, workshop convener

Discussion on presentations

10.00 10.30 Coffee/tea break

Group photo

10.30 13.00 Breakout session 2. Foundations of partnerships

What are the conditions for establishing and maintaining successful partnerships?

Working group 4: How to find a suitable partner?

Chair: Prof. Gang Deng, Kunming University of Science and Technology, China.

- Presentation 1: Dr. Buphendra Bimal Chhetri, Kathmandu University, Nepal.

		<ul style="list-style-type: none"> ▪ Presentation 2: Prof. dr. Nantana Gajaseni, Chulalongkorn University, Thailand. <p>Reporter: Prof. Gang Deng, Kunming University of Science and Technology, China.</p> <p><i>Working group 5: How to arrive at a shared vision as the basis for a partnership?</i></p> <p>Chair: Prof. dr. Martin Valcke, Ghent University, Belgium.</p> <ul style="list-style-type: none"> ▪ Presentation 1: Prof. Wahid Razzaly, UTHM, Malaysia. ▪ Presentation 2: Dr. Tabagus Maulana Kusuma, Gunadarma University, Indonesia. <p>Reporter: Marrik Bellen, NESO Jakarta, Indonesia.</p> <p><i>Working group 6: How can we ensure institutional commitment for partnership initiatives?</i></p> <p>Chair: Mr. Roberto Escarré, University of Alicante, Spain.</p> <ul style="list-style-type: none"> ▪ Presentation 1: Prof. dr. Hardyanto Soebono, Universitas Gadjah Mada, Indonesia. ▪ Presentation 2: Prof. Tony Lavender, Universidade do Minho, Portugal. <p>Reporter: Dr. Pham Huy Giao, Asian Institute of Technology, Thailand.</p>
13.00	14.00	Lunch
14.00	15.00	<p><i>Plenary: outcomes of session 2</i></p> <p>Groups present findings and suggestions on <i>Foundations of partnerships</i></p> <p>Chair: Nico Evers, workshop convener.</p> <p>Discussion on common grounds in presentations</p>
15.00	15.30	<p>Coffee/tea break</p> <p><i>Panel: drawing conclusions</i></p>
15.30	17.00	<p>Chair: Dr. Jos Walenkamp, Director Knowledge and Innovation, Nuffic.</p> <p><i>Panellists: chair persons of the working groups</i></p> <p>What have we learned and discovered? (Synthesis)</p> <p>What do we recommend to institutions in Europe?</p> <p>What do we recommend to institutions in Asia?</p> <p>What do we recommend to national governments?</p> <p>What do we recommend to donor agencies?</p> <p>Synthesis of recommendations</p>
17.00	17.30	<p><i>Closing of the Workshop</i></p> <p>Conclusion European/ Asian representative</p> <p>EC Delegation: Closing remarks</p>
17.30	18.30	Drinks and snacks
19.00		Dinner