North-South Educational Partnership, A Critical Analysis: An Ireland, Uganda, Lesotho and Zambia Case Study

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The author hereby declares that, except where duly acknowledged, this thesis is entirley her own work.

Signed:_____

Fiona Baily

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Dedication

This thesis is dedicated to my mother and in memory of my father, Patrick Joseph Baily.

Abstract

North-South Educational Partnership: A Complex Analysis

Fiona Baily

The term 'partnership' has emerged to dominate development aid discourse. It is a term which suggests movement towards effective development relations based on powerfully appealing yet contested ideas of symmetry and equity. In this Irish context, Irish Aid's recent funding of partnerships involving higher education and research institutions across their programme African countries and Ireland have sought to effectively contribute towards poverty reduction goals and support equitable development relations. The extent to which these partnerships transform exisiting disempowering aid relations and enhance aid effectiveness is both deeply contested and crucially important in ensuring their success.

This doctoral study was concerned with critiquing the nature and implications of such partnerships, asking the question: 'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian teacher education institutions demonstrate equitable development relations and attain teacher education development goals? I argue that this study was timely, relevant and generative in addressing both the under-theorisation and lack of indepth empirical case study examinations of teacher education-focused development aid funded partnerships. In doing so, I adopted a complex adaptive system's analytical framework, as a means of addressing the relative dearth of theoretical and conceptual analysis. A case study methodology was employed , incorporating two Irish Aid supported partnerships involving Irish, Zambian, Ugandan and Lesothan educational institutions.

Qualitative methods including semi-structured interviews conducted with 52 respondents and an extensive analysis of documentary data were adopted. Findings support an understanding of partnerships as complex and adaptive social systems whereby asymmetrical structures emerge from the interdependent relationships of adaptive actors, acting in accordance with their own incentives and capacities and holding varying positions of power and influence. This requires a clear identification of agendas and outcomes for all partners, an understanding of power relations as fluid and shifting and a multi-centred framework of collaborative governance.

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Acronyms and Abbreviations

ACU   Association of Commonwealth Universities

DAC   Development Assistance Committee

DEIS   Delivering Equality of Opportunity in Schools

DFID   Department for International Development, UK

EADI   European Association of Development, Research and Training Institutes

EFA   Education for All

EI   Education International

GNI   Gross National Income

GNP   Gross National Product

GDP   Gross Domestic Product

HEA   Higher Education Authority

ICT   Information and Communications Technology

MDGs   Millenium Development Goals

NGDO   Non Governmental Development Organisation

NORRAG   Network for International Policies and Cooperation in Education and Training

NUFFIC   Netherlands Organisation for International Cooperation in Higher Education

ODI   Overseas Development Institute

OECD   Organisation for Economic Cooperation and Development

PSC   Programme for Strategic Cooperation between Irish Aid and Higher Education and Research Institutes

PTC   Primary Teachers College

SAP   Structural Adjustment Programme

SC   Steering Committee

SESE   Social Environmental and Scientific Education

TESS   Directorate of Teacher Education and Specialised Services

TRC   Teachers Resource Centre

UNESCO   United Nations Educational, Scientific and Cultural Organisation

WEF   World Economic Forum

Chapter One: Introduction

1.0   Introduction

The purpose of this study is to explore and examine the nature and implications of partnerships between Irish, Ugandan, Lesothan and Zambian teacher education institutions within the context of teacher education institutions. It is particularly concerned with the extent to which equitable and balanced development relations are sustained and teacher education development goals attained. The primary purpose of this chapter is to provide the background, outline the research question and identify the research aim and objectives. Accordingly, this chapter begins by introducing the concept of partnership within the field of development thinking and practice; describing its imperatives and presenting a definition. The concept and practice of North-South[1] partnership between higher education institutions is then introduced; key attributes outlined and a definition presented. The case study sites, which constitute the context of this study, are then introduced; their aims and objectives, guiding principles and funding arrangements documented.

Contemporary global higher and teacher education contexts are then discussed so as to further develop the context and identify the key issues and trends driving the construction and practice of partnerships between Irish, Ugandan, Lesothan and Zambian education institutions. The research question is presented with research aims and objectives clarified. The existing literature is briefly summarised and gaps in the literature highlighted. The underpinning conceptual framework is introduced and finally the structure of the remaining document is outlined.

1.1   Introducing Partnership

The concept of 'partnership' has emerged as the 'new big idea' in the development debate (Kayizzi-Mugerwa, 1998:220) with Barnes and Browne (2011: 166) observing that partnership has come to 'dominate the development lexicon'.

This is demonstrated in the following international forums and agreements, all of which emphasise partnership as a key concept in development aid: The Millennium Development

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[1] The term North–South divide is adopted to broadly capture global socio-economic and political divisions between the Global North including North America, Western Europe and parts of East Asia with the Global South comprising Africa, Latin America and developing Asia including the Middle East.

Goals (2000) including Goal 8: 'Establishing a Global Partnership for Development'; the Monterrey Consensus (2002); the Paris Declaration on Aid Effectiveness (2005); the Accra Agenda for Action (2008) and the Busan Partnership for Effective Development Co-operation (2011). Simultaneously, the concept and practice of partnership within the context of global educational development is proliferating, endorsed by documents including the World Bank 'Education Sector Strategy' (1999) report.

Commentators including Brehm (2004) acknowledge the relational motivation behind partnership, an imperative concerned with enhancing symmetry and equity in North-South development relations. The adoption of a partnership approach is viewed as a necessary strategy in challenging development relationships traditionally characterised by benevolence, dependency and disempowerment (King, 2008). Partnership suggests a move away from development and aid perceived as the transfer of resources and expertise from the North to the South towards an understanding based on collaboration and co-operation between equals (Samoff and Carrol, 2002). Maxwell and Riddell (1998:25) cite the World Bank commissioned Lester Pearson Report 1969[2] as signifying the emergence of a partnership approach. This report advanced relational imperatives supporting shared decision-making and shared responsibilities. The relevance of partnership in challenging North-South power asymmetries was advocated in a later report entitled: 'The Challenge to the South: The Report of the South Commission' (1990). This report held that the North-South relationship: 'must be changed from subordinate to partnership' (Rist, 2006:203).

Recent debates advancing partnership's relational impetus place a particular emphasis on concepts of ownership and autonomy (Abrahamsen, 2004; Riddell, 2007; King, 2008). These concepts are most notably demonstrated in high-level fora on aid effectiveness and efficiency including the Paris Declaration (2005) and Busan (2011).

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[2] The Lestor Pearson Report: 'Partnership in Development: Report of the Commission on International Development', commissioned by the World Bank in 1969, was primarily concerned with aid effectiveness and efficiency in addressing continuing poverty in developing countries (Mason, 2008b: 17).

Ownership is described in the Paris Declaration on Aid Effectiveness (OECD, 2005:3) as a process whereby: 'Partner countries exercise effective leadership over their development policies and strategies and co-ordinate development actions'[3]. With respect to donor countries, the Declaration expects that donors: 'respect partner country leadership and help strengthen their capacity to exercise it' (OECD, 2005:3). Brehm (2004:3) describes autonomy within the context of partnership as the: 'freedom to determine strategic direction and development without undue pressure from external actors, particularly donors'. In essence, a partnership model supportive of ownership and autonomy requires that Southern partners adopt responsibility for their own development by collaboratively determining their own development plans. In turn, Northern donors must respect the autonomy of Southern partners in refraining from imposing their own vision, becoming instead: 'partners in strategies determined and owned by recipients themselves and aligning themselves with these plans' (Abrahamsen, 2004:1453).

Additional concepts cited as characteristic of partnership's relational motivations include mutual accountability and transparency, as supported in the Paris Declaration on Aid Effectiveness (2005) and the Busan Partnership for Effective Development Co-operation (2011). Eyben (2008) notes how in addition to traditional financial accountability, recent interpretations of accountability emphasise the attainment of development outcomes. The Busan Partnership for Effective Development Co-operation describes transparency as: 'the availability and public accessibility of information on development co-operation and other development resources' (OECD, 2011a:22). Mutual capacity development is further asserted as a key feature of a partnership approach (Brinkerhoff, 2002). Attributes of capacity development in this context are identified as including mutual contributions, mutual benefits, mutual learning and shared goals, as documented by DFID (2003). Similarly, the Busan Partnership for Effective Development Co-operation (OECD, 2011a:19) contends that: 'openness, trust, and mutual respect and learning lie at the core of effective partnerships, in support of development goals recognising the different and complementary roles of all actors'.

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[3] Further conditions require that partner countries: 'exercise leadership in developing and implementing their national development strategies through broad consultative processes; translate these national development strategies into prioritised results-oriented operational programmes as expressed in medium-term expenditure frameworks and annual budgets, and take the lead in co-ordinating aid at all levels in conjunction with other development resources in dialogue with donors and encouraging the participation of civil society and the private sector' (OECD, 2005:3).

In prioritising attributes including ownership, autonomy, accountability, transparency and shared capacity development, partnership is heralded as fostering balanced and equitable North-South development relations. Concurrently, a focus on these principles is endorsed as vital in sustaining aid effectiveness and efficiency (World Bank, 1998). In this context, the World Bank supports partnership as effective in enabling mutual and shared objectives and in enhancing aid effectiveness and efficiency: 'it must be remembered that the goal is not partnership per se.....the real goal [of partnership] is the shared objective. Partnership is a tool to reach this goal more effectively, for the benefit of all involved' (Ibid, 1998:5). Similarly, Abugre (1999) explains partnership as motivated by an obligation to challenge ineffective and inefficient aid whereby shared objectives and comparative advantage are endorsed as a response to an ineffective focus on conditionality. The Busan Partnership for Effective Development Co-operation (OECD, 2011a) maintains this commitment to shared principles and common goals in sustaining effective and efficient aid. In a similar vein, Eyben (2008), Jensen (2012:61) and Mason (2012) interpret this increasing emphasis on outcome accountability as reflective of an emphasis on a 'value for money' money approach thereby enhancing aid effectiveness and efficiency.

In further exploring the functional motivations behind partnership, Fowler (2000) and Lister (2000) document the emergence of partnership in the 1980s as a term which captured the changing nature of development and development relations; relations characterised by a diminishing state role and strengthening interaction between government, private business and Non-Governmental Development Organisations (NGDOs). The term partnership was deemed useful in describing: 'complex relational arenas of intensive and extensive interaction between governments, business and civic institutions in the North and South around the development agenda' (Fowler, 2000:3). This impetus is reflected in documents produced by the World Bank (1998) which advocate cross-sector and inter-agency partnerships as an effective and efficient tool in facilitating the exchange of scarce resources. Malena (2004:4) highlights the current emphasis on multi-sector partnerships as relevant in sharing power amongst a greater number of development actors, supporting: 'a multi-relational balance of power, whereby all citizens are afforded the opportunity to shape socio-economic change' and address issues: 'that were previously the sole responsibility of government'.

DFID's (2003:10) definition of partnership within the sphere of development aid captures both its relational and functional imperatives in describing it as: 'a special kind of relationship that transcends traditional donor/beneficiary and client/customer relationships'. The importance of 'common goals', 'comparative advantages', 'mutual learning', 'trust', 'respect for local knowledge and initiative', 'shared decision making' and 'capacity building' are further referred to as required attributes.

1.2 North-South Educational Partnership

Having outlined the relational and functional imperatives driving partnership within the field of development co-operation and presented a definition of partnership in this context, the following section documents the impetus behind partnership within the sphere of educational development, more specifically the impetus behind a North-South educational partnership model. King (2009:34) outlines how: 'Higher education and international co-operation through academic links are as old as universities themselves' with early collaborations primarily established through missionary engagement. King (2009) illustrates varying instances of North-South higher education co-operation including the collaboration PHEA, established in 2000. This initiative, which incorporates the philanthropic bodies Ford, Rockefeller, Carnegie and MacArthur supports only research links and associations within African countries as opposed to international collaborations. Other approaches to North-South higher education co-operation include a focus on the development of international linkages as demonstrated in the Association of Commonwealth Universities (ACU)[4] established in 1913 (Harle, 2011).

This research is concerned with those North-South educational partnerships which are funded by Northern aid programmes. The overseas development programmes of Northern governments provide support to higher education development throughout the developing world in a number of ways including budget support, technical assistance and fellowship programmes (Boeren and Holtland, 2005).

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[4] The ACU comprises 533 participating higher education institutions, the majority from low and middle income countries, with 109 in Africa (Harle, 2011).

In a European context, Hyden (2010:10) outlines how current Northern government aid programmes to higher education in the South are primarily divided into four types of activities: scholarships, partnerships/networks, information technology and governance and management reform. Terms including research and academic partnerships have been adopted to describe these types of collaborations (King, 2008; Koehn, 2012). This research is concerned with Irish Aid funded partnerships between teacher education institutions across Ireland and Irish Aid's programme African countries. It is focused on those partnerships addressing capacity development in teaching, learning and research within the context of teacher education development.

Development partnerships between Northern and Southern higher education institutions are increasing in incidence with European, North American and Asian government aid programmes currently funding these collaborations (Boeren and Holtland, 2005; Stephens, 2009; Nakabugo et al.2010; Koehn and Obamba, 2014). Boeren and Holtland (2005) and King (2009) document European initiatives including: the Norwegian Programme for Capacity Building in Higher Education and Research for Development (NORHED); the Austrian Partnership Programme in Higher Education and Research for Development (APPEAR); the Unit for Research Co-operation (FORSK), Swedish International Development Co-operation Agency (SIDA) and Development Partnerships in Higher Education (DelPHE), UK. With respect to the US and Canada, initiatives include: the University Partnerships in Co-operation and Development Program (UPCDP)**,** Canada; the Canadian College Partnership Program (CCPP) and, in 2010, USAID pledged $15 million to support North-South partnerships in higher education development (Harle, 2011).

In outlining the imperatives behind the emergence and growth of North-South educational partnerships, King and Buchert (1999:15-16) identify their utility in challenging asymmetric relationships underpinned by development initiatives that: 'have been initiated by the North and accepted under financial pressure'. Powell (2005) notes the relational impetus behind such partnerships, highlighting their role in challenging higher education development relationships traditionally informed by asymmetry, dominance and imposition, suggesting instead a movement towards balanced relationships between professional colleagues in the field of higher education. Similarly, King (2009:34) outlines how such partnerships: 'appear to be about the search for some kind of symmetry rather than dependency in academic collaboration and research'.

As illustrated, partnership's relational and functional motivations and principles including ownership, autonomy, accountability, transparency and shared capacity development are considerably debated in the literature concerning development aid. Associated debates with respect to North-South partnership within the specific sphere of higher education development, particularly teacher education, are less available. However, the literature is increasing with commentators including Samoff and Carrol (2002) and King (2008) endorsing the relevance of ownership and autonomy, Janjua (2008) emphasising accountability and transparency and Powell (2005), Lys (2008) and Koehn (2012) prioritising shared capacity development. The relevance of capacity development initiatives which recognise and value local knowledge and contexts is further endorsed (King and McGrath, 2004; King, 2007).

As regards the functional motivations of North-South educational partnerships, commentators including Klees (2001) outline arguments identifying the relevance of partnership in ensuring stronger and larger scale educational development impacts due to the pooling of scarce resources and improved coordination and management. Similarly, Powell (2005) acknowledges that partnerships, comprising collaboration between Northern and Southern educational institutions, government education departments and government overseas development programmes, enhance synergy and strengthen impact due to an increasing consultation: 'amongst different departments of government, which a few years ago, would have either regarded active involvement in international co-operation as outside their remit'.

The Africa Unit's (2010:18)[5] definition of a North-South educational partnership synthesises both relational and functional attributes in describing partnership as: 'a dynamic collaborative process between educational institutions that brings mutual, though not necessarily symmetrical, benefits to the parties engaged in the partnership'. Shared ownership and relationships based on 'respect', 'trust', 'transparency' and 'reciprocity', are further endorsed. The importance of 'inter-cultural understanding' is also emphasised, together with 'negotiation' and 'joint decision making'.

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[5] 'The Africa Unit was established in 2006 following the Commission for Africa report: 'Our Common Interest'. The Africa Unit, based within the Association of Commonwealth Universities (ACU), was intended to promote higher and further education partnerships between the UK and Africa as part of the capacity-building needs identified in the Commission for Africa report. The unit ceased operations in June 2010 (Africa Unit, 2008:5).

Furthermore, 'transparency', regarding expectations, contributions and benefits is endorsed. This definition concludes by suggesting that: 'successful partnerships tend to change and evolve over time.'

In summary, this section has identified that the concept and practice of partnership, within the context of development and educational development, has emerged from both relational and functional imperatives; imperatives concerned with challenging inequitable relationships and the effective and efficient attainment of development goals. Vital attributes in this regard include ownership, autonomy, accountability, transparency and shared capacity development. Definitions reflecting these motivations and attributes were presented. While the case study methodology adopted will be discussed further in section 1.8 and Chapter 4 to follow, the following section provides an overview of the two case study sites selected to examine and explore the nature and implications of partnerships involving teacher education institutions within Ireland and Irish Aid's programme African countries.

1.3 Case Study Context

This description of the case study sites is presented under their aim and objectives, guiding principles and funding arrangements.

1.3.1 Zambia Ireland Teacher Education Partnership (ZITEP)

ZITEP was officially established as a three year initiative in October, 2008 and ceased operations in October, 2011. The institutions that participated in this partnership included Charles Lwanga College of Education and Kitwe College of Education, Zambia, the Church of Ireland College of Education, Marino Institute of Education, Mary Immaculate College , Froebel College of Education and St Patrick's College, Ireland.

1.3.1.1 Aim and Objectives

The principal aim of ZITEP was to build capacity in and develop the quality of teacher education in Zambia.

Its objectives included:

- To build a partnership between Zambian and Irish colleges of education through the provision of opportunities for mutual learning.
- To strengthen the pedagogical skills of teacher educators/tutors in Zambia.
- To inform policy in the area of teacher education in Zambia by identifying and implementing good practice.
- To contribute to enhanced professional development of teacher educators and tutors in Zambia.
- To strengthen linkages between Zambian Teachers' Resource Centres (TRCs) and colleges of education and to ensure that the TRCs contribute more directly to quality teacher education.
- To ensure the programme enhances awareness of HIV and AIDS, gender equity and other relevant issues in Zambian teacher education.

1.3.1.2 Key Principles

ZITEP described itself as a unique initiative in that it was unusual for the Irish Department of Education and Science (DoES) to co-fund an international development initiative with Irish Aid. This was cited as demonstrative of a new and innovative collaboration between varied government departments (Haughey, 2009). While outcomes for Zambian partners were prioritised, the underlying principle of ZITEP was that it was to be a partnership model; premised on the assumption that Zambian and Irish teacher educators/lecturers collaborate in achieving the partnership's aims and objectives. In this regard, a movement away from traditional expert/consultant and passive recipient roles was endorsed (Kerr, 2009; 2011). ZITEP supported a 'community of learning' approach whereby both Irish and Zambian partners could contribute towards, or take from the partnership, what and as they needed (Kerr, 2009; 2011).

1.3.1.3 Activities

ZITEP's principal activities included:

- Reciprocal study visits whereby delegations of Zambian teacher educators visited with Irish teacher education institutions and Irish delegations visited with Zambian teacher education institutions.
- Study visits focused on presentations and discussions around the principles and pedagogy of primary education in each country and delegation visits to primary schools in the local area to observe lessons and engage with classroom teachers.
- A partnership Intranet site was developed so as to facilitate communication between partners and to enable partners to plan and carry out activities.
- A research component was established which worked towards identifying, through action research, Zambian ideas and approaches to teaching and learning.

1.3.1.5 Funding Arrangements

The total cost of the programme for the first three years, from 2008-2011, was approximately €1.5 million. Costs were shared by Irish Aid and the Department of Education and Science, who provided €65,000 in each of the first three years of the programme, bringing its total contribution for phase one of the programme to €195,000.

A more detailed presentation of ZITEP's aims and objectives, activities, principles, management structure and funding arrangements will be provided in findings Chapter 5.

Data adapted from the following sources:

- St. Patrick's College of Education, 2008. ZITEP Lead Programme Coordinator: Terms of Reference/Job Specification. Dublin, Ireland.
- St. Patricks College of Education, 2008. ZITEP Programme Proposal. Dublin, Ireland.
- Irish Aid, 2010a. ZITEP Programme Review. Dublin, Ireland.

- Haughey, Sean (2009). Press release: 'Launch of Zambia-Ireland Teacher Education Partnership (ZITEP)'. Published 14/10/2009. [Online] http://www.fiannafail.ie/news/entry/launch-of-zambia-ireland-teacher-education-partnership-zitep/. [Accessed January, 4 2013].

- Kerr, Mary 2009. 'ZITEP (Zambia-Ireland Teacher Education Partnership) – an evolving partnership'. Education in Africa: Autumn Lunchtime Lecture 8, Centre for Global Development through Education, Mary Immaculate College, Limerick, Ireland. November, 2009.

- Kerr, Mary 2011. 'Challenges to agency within an intercultural time-bound project'. Conference: A Critical Analaysis of North-South Educational Partnerships in Development Contexts. Mary Immaculate College, Limerick, Ireland. November, 2011.

1.3.2 The Centre for Global Development through Education (CGDE)

Irish Aid designed the Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes (PSC) in 2006, launching it in 2007 with a five year time frame. Initially, there were two calls for proposals under the PSC; round one in 2007 which approved five projects, under which the CGDE was funded and round two in 2008 which approved a further three. Projects were funded for up to €1.5 million each and for up to five years. Programme duration was extended to 2013 so as to enable the second round of projects to reach maturity. The lead higher education institutions included the: Royal College of Surgeons, Dublin; Mary Immaculate College, Limerick; National University of Ireland, Maynooth; Centre for Cross Border Studies;University College Dublin; Dundalk Institute of Technology; Trinity College Dublin and Dublin Institute of Technology. Networking grants ranging from €10,000 were granted to facilitate institutions to build partnership arrangements with a view to improving the quality of full programmatic proposals. In 2009, the PSC did not make a call for proposals due to the economic downturn and cuts in aid. Instead, a call was made in 2012 resulting in the funding of seven programmes to the value of €12 million. The CGDE submitted a proposal under this round but was unsuccessfull. €16 million has been allocated to a total of 15 initiatives to date. A further call will be made in 2015 (Please see Appendix 1 for a list of all the programmes which received funding under the PSC, 2007, 2008 and 2012).

The CGDE was established in late 2007 and ceased operations in late 2010. It comprised institutional members representing Irish, Ugandan and Lesothan teacher educators, associated researchers and NGDOs[6].

1.3.2.1 Aim and Objectives

The main aim of the CGDE was to contribute to poverty reduction by enhancing the quality of basic education in Uganda and Lesotho through capacity building in teacher education. A further objective included the development of Irish teacher educator capacity with respect to educational research and teacher education in developing countries. The partnership aimed to act as a 'hub' for North-South cooperation in the enhancement of North-South teacher education and educational research. The administrative centre was located in the lead Irish institution, Mary Immaculate College.

The objectives included:

- To develop capacity in teaching and teacher education in Uganda and Lesotho.
- To develop capacity among teacher educators in Ireland to engage in educational research and teacher education in developing countries, thus increasing their capacity to support the work of Irish Aid.
- To develop capacity in research in Uganda, Lesotho and Ireland.
- The development of cross-national research clusters and professional linkages.

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[6] The partnership consisted of the following Irish, Ugandan and Lesothan institutional members: Mary Immaculate College; Centre for Adult Continuing Education, University College Cork; Department of Education and Professional Studies, University of Limerick; Froebel College of Education; Mater Dei Institute of Education; School of Education and Lifelong Learning, Uuniversity College Dublin; School of Education, Trinity College Dublin; St. Angela's College, Sligo; St. Mary's University College; St. Patrick's College; Stranmillis University College; UNESCO Centre, University of Ulster; 80:20 Educating and Acting for a Better World. The Centre partnered with the following Southern institutions: the University of Kyambogo, Uganda; the Ministry for Education and Training, Uganda; Lesotho College of Education and Lesotho's Ministry for Education and Sport.

- To contribute to the theme of good governance by supporting quality educational management and planning, which is central to the enhancement of civil society.
- To contribute to the themes of gender equality as the education of girls, in particular, is significant in poverty reduction and limiting the spread of HIV/Aids.

1.3.2.2 Key Principles

This CGDE received funding under the 'Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes 2007 – 2011' (PSC). The overall aim of the PSC is to: 'support Irish Aid's mission in reducing poverty through a programme of strategic cooperation with higher education and research institutes in Ireland and in partner countries'. Its objectives are to facilitate the establishment of collaborative partnerships within and between higher education institutions and research institutes in Ireland and in countries benefitting from Irish Aid support; to support the realisation of Irish Aid's policy objectives in a number of areas, including education, and to support the realisation of Irish Aid's policy objectives through capacity building of higher education and research institutions (Irish Aid, 2007a:9). A key principle of this programme is an emphasis on effective 'partnership' within and amongst participating institutions in Ireland and programme countries. Higher education institutions applying for funding under this programme were required to demonstrate a commitment to and evidence of a partnership approach to educational development.

The CGDE supported a clear link between education and poverty reduction identifying education as central to the achievement of economic, social and cultural development. The partnership was committed to the development of a model of teacher development appropriate to Uganda and Lesotho and believed that such a model can only be achieved through working in partnership. Capacity development, both North and South, was a central focus of this partnership. The CGDE advocated its innovative approach; being the first centre of its kind in Ireland.

1.3.2.3 Activities

Teaching and learning and research were the guiding themes of activity design. Teaching and learning based activities focused on enhancing teacher educator capacity in the core competencies and knowledge base required to design and deliver appropriate teacher education curricula at pre-service and in-service levels. Research based activities focused on: enhancing research skills for teacher educators in Uganda and Lesotho to enable them to evaluate and review education systems and contexts; skills for Irish researchers in culturally appropriate and ethically responsible research in developing contexts; mentoring between more experienced and less experienced researchers and supervision of research. The partnership comprised six collaborative research projects: three in Lesotho and three in Uganda.

Lesotho's projects included:

1. Assessment practices in Lesotho's education system within both initial teacher education and continuing professional development of teachers.
2. Identification, assessment and inclusion for learners with special education needs (SEN). This project prioritised a systematic support for SEN and as a result more inclusive and effective teaching methods.
3. Innovative approaches to tertiary level teaching and action research.

The Ugandan projects included:

1. Teacher effectiveness in the implementation of the thematic curriculum in the primary school sector. This project focused on developing strategies to encourage a wider range of pedagogic skills in primary education in ensuring that the Ugandan thematic curriculum is being implemented effectively. It involved teacher education institutions and primary schools.
2. Teacher effectiveness in the teaching of science and mathematics in the secondary school sector. This project focused on developing pedagogic skills in the teaching of science and mathematics, working with teacher education institutions and secondary schools.

3. The effectiveness of teacher educators – teaching and learning improvements. This project focused on Ugandan teacher educators, whereby a system of mentoring and shadowing was established enabling Irish lecturers to observe Ugandan lecturers and Ugandan lecturers to observe Irish lecturers.

The CGDEs other main activity was to sponsor and manage programmes of doctoral studies for selected teacher educators from Ireland, Uganda and Lesotho. Three doctoral students came from Lesotho, three from Uganda and two from Ireland.

1.3.2.5 Funding Arrangements

The PSC was funded by Irish Aid, with the Higher Education Authority responsible for implementation. Under the PSC, an award of €1,432,933 was made available to the CGDE for a 36 month period.

Data adapted from the following sources:

- CGDE, 2007. CGDE Partnership Proposal. Mary Immaculate College, Ireland.
- Gaynor, 2010. Irish Aid and Higher Education Authority, Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes 2007-2013, Mid-Term Review. Ireland.
- Jeffers et al. 2011. Centre for Global Development through Education: External Evaluation Report. Education Department, NUI, Maynooth, Ireland.

A more detailed presentation of the CGDE's aims and objectives, activities, principles, management structure and funding arrangements will be provided in the findings Chapter 5.

The following section proceeds to provide an overview of the global issues and trends driving the construction and practice of partnerships between Northern and Southern higher education and research institutions.

1.4   The Global Context of Higher and Teacher Education

Furlong (2013) and Altbach et al. (2009) concur that the global higher education landscape has more recently been characterised by an economic crises against which the following have emerged as key issues: the role of higher education in development; quality concerns; globalisation and internationalisation and the research agenda. This section discusses these issues with respect to their role in driving North-South educational partnerships; emphasising higher and teacher education in Sub-Saharan Africa and Ireland.

1.4.1   The Role of Higher and Teacher Education in Development

The contribution of higher education to both individual and societal socio-economic development is now firmly recognised (OECD, 2011b). Higher education is deemed essential to national social and economic development as demonstrated in the World Bank report: 'Higher Education in Developing Countries: Peril and Promise' (2000). This report supports the development of higher education in order that African countries benefit from a: 'global knowledge based economy' (Ibid, 2000:9). A continued commitment to the role of higher education in development is further apparent in a recent World Bank report (2011) which documents higher education's contribution to improved health, reduced fertility, enhanced resilience to economic downturns and a strengthened civil society. Moreover, McEvoy (2010:8) reports an increasing acceptance of the education sector's inter-dependent nature in acknowledging higher education's role in supporting and sustaining basic education. Access and equity is also identified as of increasing concern by Lewin (2009) in documenting how the increasing cost of higher education is obstructing access for disadvantaged populations thereby limiting higher education's developmental role. Altbach et al. (2009) further identify women's diminished participation in a Sub-Saharan context.

In moving to the role of basic and teacher education in development, Buchert (1995) reports that the World Conference on Education for All (EFA) held in Jomtien in 1991 signified an international commitment to the primacy of basic education in poverty reduction. The contribution of basic education to economic growth, governance, democracy, environmental protection and women's rights was endorsed in this agreement.

The recent rise to prominence of quality in basic education is reflected in the World Bank's Fast Track Initiative launched in 2002 and in the EFA Global Monitoring Report entitled: 'Education for All: the Quality Imperative' (UNESCO, 2005). The quality imperative has emerged in the context of arguments that education for all has been reduced to schooling for all as evidenced in statistics indicating that in tandem with increasing primary school enrolments, learning gains in literacy and numeracy are diminishing (King, 2011). Accordingly, primary school completion over enrolment is prioritised. In this context, the inter-dependent nature of the education sector is further argued which recognises the role of teachers, teacher education and teacher education policy as: 'central to determining the quality of basic education outcomes' (Mulkeen, 2010:13).

Furthermore, Mulkeen (2010) identifies how international initiatives including EFA and MDG 2: 'Achieve Universal Primary Education' (2000) have resulted in rapidly increasing primary school enrolments in Sub-Saharan Africa thereby placing considerable pressure on teacher education systems with resulting implications for quality. Accordingly, teacher education systems are the subject of increased global attention. However, in assessing the relationship between teacher education and basic education it is important to note Jarousse and Bernard's (2007:23) contention that: 'the impact of teacher academic diplomas, training, or status is not as important as one may assume'. Jarousse and Bernard (2007:23) outline how effective teacher management processes including: 'recruitment, incentives, and allocation or real learning time' are also crucial to basic education quality and argue for more research regarding the 'surprisingly low' impact of teacher education.

1.4.2   Quality Concerns

While the developmental role of higher education is now firmly accepted and the contribution of teacher education to the quality of basic education strongly supported, both sectors continue to deal with issues of quality. In an Sub-Saharan African context, Aina (2009:31) describes the period of crises in higher education which emerged in the 1980s as result of the introduction of Structural Adjustment Policies (SAPs) which considerably reduced funding to the higher education sector. It was argued that higher education played a costly but limited role in development.

Powell (2005:5) further outlines how at this time 'Southern higher education institutions were accused of: 'maintaining elitist, corrupt systems that drained resources away from the poorest people' further reducing support and funding. This period was also characterised by student protests with higher education institutions perceived as threats to national stability, resulting in diminished political support. Accordingly, Aina (2009) outlines that by the mid-1990s African higher education systems suffered from severe quality concerns including: decreasing revenue and increasing enrolments; inadequate and underqualified staffing; 'brain drain'; limited and poor quality research; inappropriate pedagogical methods and curricula and inequitable institutional practices. Though support and funding to higher education has increased considerably, in recognition of its contribution towards the knowledge society, commentators including Sawyerr (2004), King (2009) and Akuni et al. (2011) document how quality concerns including poorly equipped and resourced institutions; insufficiently qualified lecturers; weak systems of quality assurance; poor infrastructure; low staff morale; management inefficiencies and institutional cultures characterised by inequity and discrimination, continue to prevail. Moreover, Lewin and Akyeampong (2009) and Altbach et al. (2009) address the rise of 'massification'[7] in identifying a limited institutional capacity to meet rising enrollments resulting in poor quality.

In turning to quality issues at teacher education level, Samoff (1998:17) documents post-colonial progress in Sub-Saharan African basic education as 'clear and dramatic'. However, by the early 1990s, in tandem with the introduction of SAPs, the quality of primary and teacher education diminished considerably. Samoff (1998) describes shortages of qualified and trained teachers, low enrolment rates, decaying infrastructure, minimal staff equipment and teaching materials and a pervading sense of demoralisation. While international agreements including EFA (1990) and MDG 3 (2000) have advanced basic education and the interdependent role of teacher education in this regard, Lewin and Stuart (2003), TISSA (2007), Mulkeen (2010) and Brock (2012) agree that teacher education in Sub-Saharan Africa remains beset by difficulties.

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[7] There are currently over 150.6 million higher level students in the world; a 53 percent increase since 2000, with the OECD predicting that this trend will continue for at least another twenty years (Altbach et al., 2009).

These commentators cite challenges including: a shortage of teachers to meet increasing enrolments, particularly in maths and science; a diminished interest in the teaching profession due to low salaries and limited promotion opportunities; the damaging implications of HIV for teacher attrition rates; poor student and lecturer educational standards; curricula unaligned with the school curriculum; irrelevant pedagogies; overloaded courses; inadequate assessment processes and weak governance systems. In focusing on issues pertaining to teacher education policy, research and teaching and learning, issues prioritised by the case study sites, Lewin and Stuart (2003), Sayed (2007) and Mulkeen (2010) report policy concerns including: diminished institutional autonomy; minimal participation by key groups, including teachers unions; uncertainty regarding the location of teacher education within ministerial structures and limited integration in this regard; economic, social and political constraints and poor monitoring and evaluation mechanisms. Sayed (2007:17) identifies how a perception of teacher education as the: 'poor relation in many education systems' has served to neglect research in this field. Sayed (2007:17) documents additional research related challenges including: the exclusion of certain stakeholders; limited dissemination and impact measurement; repetitive and irrelevant research, a lack of focus on research concerning lecturer standards and inadequate assessment of research proposals and processes.

Commentators including Lewin and Stuart (2003), TISSA (2007) and Mulkeen (2010) discuss teaching and learning concerns and identify challenges including: the rise of short-term courses and lower entry points in diminishing content knowledge; an overly theoretical pedagogy; a disconnect from classroom practicalities and needs; a neglect of student teacher contexts and realities and student teacher characteristics, including experiences, motivations and learning styles; overloaded, ineffective and inefficient curricula; few opportunities for staff development and a limited focus on learner-centred, practical and reflective methodology.

Similarly, Malevri (2007) contends that areas including cognitive neuroscience, psychology, and linguistics are neglected within the sphere of teacher education. In a related vein, Lewin and Stuart (2003) suggest that psychology and sociology modules concerned with learning styles and the role of education in society are theoretically overloaded and based primarily on Northern contexts. A particularly relevant issue within the field of teaching and learning is the adoption and practice of Information and Communications Technology (ICT). In a Sub-Saharan context Wacholz (2007) acknowledges that ICT is no longer a luxury in teacher education but necessary in increasing opportunities, reducing isolation, enhancing efficiency and improving quality. However, Walcholz (2007) identifies obstructions to its integration including access, quality, cost and location whereby training is provided intermittently, prioritising operational skills over pedagogic integration.

1.4.3   The Internationalisation Agenda

As Samoff and Carrol (2002), Altbach et al. (2009) and Tshibambe (2011) concur, the internationalisation agenda is a particularly dominant issue within the sphere of higher education. In Sub–Saharan Africa, Akuni et al. (2011) document initiatives including: international partnerships; franchise and offshore satellite campuses; mobility schemes, including increased South-South mobility and increasing comparative and international subjects. Irish higher level institutions are engaging in similar internationalisation programmes that include sending students to study abroad, internationalising curricula and participating in international partnerships (Gaynor, 2009). The Irish Higher Education Authority (HEA) (2011:18) support the concept and practice of internationalisation citing that: 'Higher education institutions should set out their international vision in an institutional strategy that is related to their institutional mission and to wider national policy goals and consider internationalisation and global engagement in the widest perspective'. Moreover, rising student mobility has become a growth industry with Irish institutions striving to attract international students (Gaynor, 2009). In a similar vein, ICT developments are transforming higher education settings (Altbach et al. 2009) with diversified provision enhancing the opportunity for Irish institutions to offer courses to a global audience. In this respect, higher education is becoming an important export industry (Gaynor, 2009).

Irish teacher education institutions are deemed lacking in internationalisation initiatives and are encouraged to strengthen their engagement by the Irish Department of Education and Skills (DES, 2012). In this context, the issue of teacher education and global competency is increasing in relevance. Hyland (2012) contends that the cultural and ethnic diversity of Ireland's teaching profession is limited in comparison with other OECD countries, this being underpinned by Irish language requirements and Catholic Church based education traditions. Hyland (2012:10) describes how: 'since the foundation of the State in 1921, government policy has required that all teachers in primary schools are fluent in the Irish language and are qualified to teach through the medium of that language'.

With respect to the denominational nature of Irish teacher education colleges, Killeavy (1999:141) documents how post-independence: 'the religious ethos of the colleges stemmed from an era when most, if not all, members of the teaching staff in the major institution were members of a religious order'. Today, all four Irish teacher education colleges are Catholic in denomination with the exception of one college which is of Church of Ireland denomination. Essentially, Dolan (2008) and Purdy and Gibson (2008) describe a predominantly female, rural and middle class student teacher and teaching body. However, due to rising migration, the ethnic and cultural diversity of Irish primary school pupils has changed enormously (DES, 2010). Accordingly, global competency and inter-cultural education initiatives are increasing in importance.

Issues of global competency and inter-cultural education at teacher education level are further associated with development and global education initiatives. Irish Aid (2006:9) defines development education as: 'an educational process aimed at raising public awareness and understanding of the rapidly changing interdependent and unequal world in which we live'. This definition further refers to: 'analysis, reflection and action for local and global citizenship and participation' and advocates: 'understanding and acting to transform the social, cultural, political and economic structures, which affect their lives at personal, community, national and international levels'. Bourn (2008) identifies a current focus on the term 'global' over 'development' education. This is reflected in the UK's Development Education Association's (DEA) 2010 strategy which advances global concerns including globalisation, inequality, development, environmental and human rights issues.

In an Irish context, the role of initial primary teacher education in building the necessary capacity and commitment to promote development and/or global education in Irish primary schools is recognised and advanced (Irish Aid, 2007b:11). Irish teacher education institutions assert their commitment to issues of global social justice and equity issues which are given considerable space in the mission statements of all five Irish teacher education institutions (Please see Appendix 2: Institutional Mission Statements). Campbell and Hourigan (2008) outline how teacher education engagement in development education is traditionally informed by a Christian and missionary ethos. The influence of Liberation Theology on Irish church missionaries and the associated engagement of church based teacher education institutions is also of relevance with respect to its support for an approach to development, prioritising structural change and church solidarity with the poor and oppressed (Brennan, 2013).

1.4.4   Research

Altbach et al. (2009: xvi) contend that the research university is currently: 'at the pinnacle of the academic system and is a key driver of the global knowledge network'. In an Irish context, the HEA (2011) acknowledges these international currents in supporting increased investment to research and development, encouraging links between higher education, enterprise and the public service and advocating research funding based on national priorities. Concurrently, research based teacher education is strongly endorsed by the Irish DES (2012:21) in proposing that: 'those teaching in initial teacher education are actively involved in research and use their research-based knowledge to inform their teaching'. Moreover, the DES (2012) emphasise a culture of research within teacher education as essential in furthering a knowledge society.

Healy and Nakabugo (2010) outline that development related research within an Irish higher education context is primarily driven by the MDGs and areas including water, food security, human rights and climate change. McEvoy (2010) contends that development related research in Irish higher education contributes to the work of overseas development departments in terms of strengthening a coherent and evidence based approach to development and poverty reduction.

Boeren and Holtland (2005) outline additional benefits to overseas development departments in involving Northern higher education institutions in the development agenda including increased awareness, understanding and skills concerning complex issues of poverty and underdevelopment and strengthening the support of civil society for the work of development agencies.

Healy and Nakabugo (2010) identify the benefits to Irish educational institutions in engaging with development related research as including enhanced collaboration with national governments in the attainment of global development objectives, the potential to consolidate and build on interests in this field and advancing an institutional commitment to social justice and responsibility. Shaeffer (2008) further highlights Northern institutional benefits, including increased consultancy opportunities and the potential for establishing academic programmes. Moreover, Boeren and Holtland (2005:19) refer to poverty and global inequality as major geo-political issues requiring engagement by individual researchers and institutes in strengthening knowledge and learning. They further suggest that such research is of national commercial benefit, whereby an understanding of emerging economies may advance export and import opportunities.

In an Irish context, Healy and Nakabugo (2010) assert that inter-institutional development related research is obstructed by the prevalence of a fragmented approach whereby individual researchers undertake isolated and individual projects. Furthermore, they contend that the separatist structures of Irish higher education limit an interdisciplinary focus, resulting in weak linkages to policy and negligible impacts on poverty reduction. In a similar vein, Hyland (2012) indicates how the concept of 'societal engagement' has gained traction in higher and teacher education settings. This is evidenced in a HEA report (2011:77) which contends that: 'national strategy for higher education for the next twenty years sees collaboration, locally, regionally, nationally and internationally as being key to system development'. In this context, inter-institutional collaboration in research is supported in terms of enhancing effectiveness, efficiency and sustainability.

Despite the rise to prominence of the knowledge society, international and national investment in research in Sub-Saharan African countries remains minimal (Altbach et al. 2009). Altbach et al. (2009) identify limited research capacity as resulting in Sub-Saharan higher education institutions producing a negligible percentage of global research output. Moreover, research is negated by international rankings which prioritise research produced by institutions using English as the language of instruction and research, that offer varied disciplines and courses and that obtain substantial research funds from their governments or other sources (Altbach et al. 2009). In terms of development related research, Boeren and Holtland (2005) concur that a focus on research in Southern higher education creates an indigenous knowledge base for development related issues and enables the identification, design and implementation of aid from a Southern context.

This section has discussed global higher and teacher education contexts with the intention of identifying the key global issues and trends driving the construction of North-South educational partnerships. The issues identified include a global commitment to the necessary role of higher education in development; the role of teacher education in ensuring a high quality of basic education; quality concerns in Sub-Saharan African higher and teacher education contexts; the primacy of the internationalisation agenda, which supports global competency in an Irish context and the rise of the research university. This discussion illustrates that the needs of both African countries and Ireland are driving partnerships between teacher education institutions. It further documents how Sub-Saharan African drivers are particularly related to quality issues with Irish institutional needs stemming from internationalisation and research agendas, more specifically the increasing relevance of global competency, philanthropic and social justice concerns, the primacy of the research university, a focus on societal collaboration and engagement and the rise of global education and inter-cultural concerns.

Brinkerhoff (2003) recognises mutuality as a key feature in distinguishing a partnership model from a traditional aid relationship. In a similar vein, Boeren (2008:80) interprets North-South educational partnership as resembling: 'a sort of marriage; the partners complement each other and together they achieve more than by staying alone'. This discussion has indicated that North-South educational partnerships are not wholly driven by Southern quality concerns; illustrating mutual though not necessarily identical agendas and needs. However, it is important to note that while Norwegian, Danish and Canadian programmes are supportive of North-South educational partnerships that are inclusive of Northern needs and agendas, Boeren and Holtland (2005) concur that in general, development aid departments including those in Sweden, the Netherlands and the UK are less inclined to use overseas development funding in targeting Northern educational development. Accordingly, North-South educational partnerships are primarily charged with producing Southern outcomes.

The following section proceeds to present the guiding research question derived from the previous discussions and outline the aim and objectives of this research study.

1.5   Research Question

The rhetoric of North-South educational partnership appears promising, particularly with regard to its emphasis on challenging inequitable development relations and advancing the attainment of teacher education development; goals which are rooted in Southern contexts. However, Abrahamson (2004:1454) contends that the extent to which partnership within the field of global development represent: 'a transformation in North-South relations is both deeply contested and crucially important'. Accordingly, this research strives to investigate the nature and implications of partnership between Irish, Ugandan, Lesothan and Zambian teacher education institutions with particular regard to dependent and disempowering relations and the attainment of relevant teacher education goals. The research question derived to reflect this aim is:

'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian institutions within the context of teacher education development enable equitable development relations and attain relevant development goals?'

Sub-Questions:

- How do the partnerships demonstrate mutual ownership and autonomy?
- How do the partnerships demonstrate mutual accountability and transparency?
- How do the partnerships demonstrate mutual knowledge sharing and capacity development?

The key objectives of this study are to:

- Contribute to knowledge regarding the processes and outcomes of North-South educational partnerships.
- Understand the factors, which limit and/or enable North-South educational partnerships, with respect to fostering and maintaining balanced development relationships and attaining teacher education development goals underpinned by Southern contexts.
- Contribute to the development of policy and good practice in guiding the establishment and operation of North-South educational partnerships.

Guided by this research question, the following section provides a brief overview of the literature debating the nature and implications of North-South educational partnership with respect to equitable development relations and the attainment of teacher education goals appropriate to Southern contexts.

1.6   Existing Literature

In exploring the nature and implications of North-South educational partnership constructed and implemented within the sphere of global development thinking and practice, attention is first paid to the origins of the development agenda and to the theoretical frameworks informing global development processes.

The literature documenting the emergence of the development agenda and the historical and contemporary paradigms informing its conceptualisation and operationalisation, illustrates the primacy of a modernisation paradigm (Escobar, 1995; Chambers, 1997; Kirby, 1997; Crewe and Harrison, 1998; Groves and Hinton, 2004; Rihani, 2002, 2005; and Geyer and Rihani, 2010). A commitment to modernisation's evolutionary and functionalist assumptions is identified as sustaining an approach to development and to partnership, which neglects structural asymmetry and inequity, prioritises a neo-liberal political economy and endorses the diffusion of universal belief systems centred on Northern knowledge and values. Accordingly, disempowering and inequitable North-South relations and development goals underpinned by Northern interpretations prevail.

These assertions are evident in critiques identifying the primacy of Southern socio-cultural values as the primary cause of underdevelopment, thereby negating the role of structural and power inequities (Frank, 1967; Wallerstein, 1974; Crawford, 2003; Devetak, 2005; Eade, 2007; Schurman, 2009; Payne and Phillips, 2010; Whitfield and Fraser, 2010). It is further argued that the concept and practice of partnership within the development arena is primarily operationalised as a functional strategy in ensuring economic efficiency and in diffusing neo-liberal values supporting independence and responsibility, as opposed to its role as an empowering and equitable philosophy (Desai and Imrie, 1998; Cleaver, 1999; Abrahamsen, 2004). Modernisation's adherence to universal development goals is argued as perpetuating an understanding of development based on Northern knowledge and values as superior, with Northern intervention primarily driven by a commitment to moral concerns (Kiely, 1995; Riddell, 2007). Moreover, a perception of Northern partners as primarily motivated by social justice intentions (Kiely, 1995) in contrast to a reality whereby Northern strategic interests are commonplace, is asserted as damaging trust and diminishing the attainment of development goals (Pomerantz, 2004; Riddell, 2007). A technocratic approach based on the linear attainment of universal development goals is further supported as neglecting diversity, Southern world-views, politics, agendas and incentives (Whitfield and Frasier, 2010; Booth, 2008, 2011, 2013). Modernisation's adherence to equilibrating structures is also asserted as negating individual agency and capacity (Sen, 1999).

The literature reviewing the historical and contemporary paradigms informing the concept and practice of educational development including development education initiatives further illustrates the primacy of a modernisation paradigm (Burbules and Torres, 2000; Unterhalter, 2009; Aina, 2009; Bryan and Bracken, 2011). An adherence to functionalist assumptions which view education as necessary in fostering cohesive, stable, rational and efficient modern societies, prioritising socio-cultural transformation is identified as negating structural asymmetry and inequity (Freire, 1972; Bourdieu, 1974; Bowles and Gintis, 1976; Applebaum and Robinson, 2005). In a similar vein, development education frameworks underpinned by a modernisation framework are asserted as fostering understandings centred on charity and benevolence as opposed to challenging inequitable global economic processes (Regan, 2007; Gyoh, 2009; McGillicuddy, 2011).

Modernising assumptions are further identified as endorsing neo-liberal political and economic values which prioritise education, including higher education, in enabling economic growth and diffusing the attitudes and abilities necessary in this regard. The developmental as opposed to the critical role of the university is prioritised (Aina, 2009; Altbach et al.2009; Furlong, 2013). Market economics supporting a reduced reliance on government funding, the formation of the enterprise university, an interpretation of higher education as a private good and an emphasis on higher education's economic justification, isendorsed (Jensen, 2012; Winch, 2012; Furlong, 2013). Theorists including Sen (1999) and Yates (2007) outline the resulting disempowering implications including a disregard for education as a process of individual empowerment and autonomy. Moreover, a neglect of education as a basic human right is documented (Unterhalter, 2009, 2014).

Commentators including Winch (2012) challenge a perception of education as a private good in highlighting how an educational approach concerned with economic efficiency discounts the most vulnerable due to their inability to contribute economically. Biesta (2006) asserts that in prioritising the market, educational content responds primarily to consumer demands with commercial concerns identified as conflicting with the social, cultural and academic role of the university (Altbach et al.2009). Moreover, Boeren and Holtland (2005) address inequitable access in this context, indicating the prevalence of private higher education at high costs and low quality.

With respect to the nature of global education initiatives in this context, Cameron and Fairbrass (2004) identify an increasing concern with global competitiveness as opposed to the role of development education in fostering democracy and pluralism.

King and McGrath (2004), Mamdani (2007) and Aina (2009) outline how contemporary approaches to higher education development in the South continue to privilege Northern knowledge. Lewin and Stuart (2003) and Brock (2012) assert similar arguments within the sphere of teacher education. Southern educational meanings and values are discounted with Northern style credentials and pedagogy valorised. Moreover, a technocratic approach based on the linear attainment of universal educational development goals neglects diversity, Southern world-views, politics, agendas and incentives (Lewin and Stuart, 2003; Assie-Lumumba, 2006; Aina, 2009). The nature of Southern contexts and of Southern capacity is omitted (King, 2009). Development education strategies driven by a commitment to Northern knowledge and values as superior perceive Northern partners as saviours, re-inforcing rather than challenging inequity and stereotypes (Kapoor, 2004; Regan, 2007; Martin and Griffiths, 2014).

The literature critiquing North-South educational partnerships conceived and practiced in accordance with modernising constructs also identifies the neglect of structural social, political and economic asymmetries, serving to maintain Northern partners in a dominant position of power (Gutierrez, 2008; King, 2008; Baily and Dolan, 2011; Koehn, 2012; Koehn and Obamba, 2014). Boeren and Holtland (2005) indicate the prevalence of market driven economics in encouraging engagement with wealthier Northern institutions to the neglect of Southern partners. Verger and Novelli (2008) and Levesque (2008) document the neglect of development related research due to a perception that it is less professionally beneficial. Commentators including Boeren and Holtland (2005) and Gaynor (2009) document how the primacy of economic gain and international competitiveness limits genuine engagement with the international development debate and fosters short-term and narrow-minded agendas. King (2008, 2009) identifies an emphasis on Northern knowledge and values. Furthermore, Haberman (2008) refers to the hidden agendas of Northern partners with Martin (2008) describing the prevailing impression that Southern partners prioritise power struggles and conflict in contrast to the altruistic intentions of Northern partners.

To summarise, the literature survey has identified a central challenge with respect to the conceptualisation and practice of a partnership model and that is the primacy of a modernisation paradigm within the field of development and educational development including North-South educational partnerships. Modernisation's evolutionary and functional assumptions support the neglect of structural inequity, the perpetuation of a neo-liberal political and economic framework and an adherence to the diffusion of Northern knowledge and values which are regarded as advanced and universal. Accordingly, disempowering and inequitable North-South relations and a commitment to development and educational development goals underpinned by Northern interpretations prevails.

The following section proceeds to outline the gaps identified in the literature surveyed.

1.7 Gaps in the Literature

The literature documents much in-depth debate concerning the impetus behind and the attributes of partnership within the sphere of development and educational development. However, while partnerships between Northern and Southern higher education and research institutions funded by Northern government aid programmes are increasing in incidence, they are subject to little systematic research particularly with respect to their contribution towards equitable North-South relations and their attainment of higher education education development objectives relevant to Southern contexts. Though this situation is changing, as demonstrated by NORRAG News, 'The New Politics of Partnership: Peril or Promise?' (2008) Issue 41, Samoff and Carrol (2002) suggest that studies of global development and international relations are rarely concerned with this level of detail.

Moreover, while studies are increasing with respect to higher education and research development partnerships they are negligible in terms of teacher education development partnerships. Both ZITEP and the CGDE were original and innovative approaches to teacher education development. This study is timely in providing an account of their nature and implications. If such partnerships are to enhance relationships and contribute towards teacher education development, underpinned by Southern needs, then further research is required concerning the processes and outcomes of such partnerships and the factors that constrain or enable their success.

Lister (2000) and Barnes and Browne (2011) identify the lack of theory and conceptual frameworks informing the design and management of development partnerships. Moreover, Horton et al.(2009) highlights a major knowledge gap in the lack of empirical studies of development partnerships, particularly in-depth case studies. These gaps also apply to the study of North-South partnerships for higher and teacher education development. This research will serve to advance a theoretical and conceptual examination and provide an in-depth empirical case study analysis of partnerships between teacher education institutions in Ireland, Uganda, Lesotho and Zambia.

1.8   Locating the Research

This research is primarily located within the disciplines of the sociology of development and the sociology of education. Both disciplines embody varied and complex conceptual frameworks which are utilised to critique the assumptions upon which development and education theory and practice are based, the role of actors and structures in education and development and education meanings (Webster, 1984; Apple et al.2010). These frameworks include the modernisation paradigm, structural and critical frameworks, human development understandings, post-colonial and post-modern perspectives and the more recent rise to prominence of complex adaptive systems thinking.

This research adopts a complex adaptive systems conceptual framework from which to view the conceptualisation and practice of partnerships between teacher education institutions in Ireland, Uganda, Lesotho and Zambia. With regard to development thinking and practice, insights offered by Rihani and Geyer (2001), Rihani (2002, 2005), Morgan (2005), Ramalingam et al.(2008), Rihani and Geyer (2010), Hauck and Land (2011) and Ramalingam (2013) are deemed relevant. In terms of education and complexity thinking, the work of Davis (2008), Morrison (2003, 2006, 2008), Mason (2008a, 2009, 2012), Nordtviet (2010), Davis and Sumara (2006, 2008, 2012) and Turner (2013) is adopted. While chapter 3 will provide a more detailed analysis of a complex adaptive systems' conceptual framework, the theorists outlined above identify the following as key complexity constructs: interconnected and interdependent elements and dimensions; feedback processes; emergence; non-linear relationships; sensitivity to initial conditions; patterns and path-dependence; adaptive agents; self-organisation and co-evolution.

1.9   Research Methodology

To investigate the research question a case study methodology is employed and is discussed in detail in Chapter 4. Two case study sites have been selected to provide the context in which to research partnerships between teacher education institutions across Ireland and Irish Aid's programme African countries; ZITEP and the CGDE. The research strategy primarily comprises qualitative methods including in-depth semi-structured interviews with representatives from both of the case study sites including teacher educators, funding agencies, government departments and institutional management and an extensive analysis of internal and external secondary documentation. The research involved travel to Zambia, Lesotho and Uganda and travel throughout Ireland.

1.10   Thesis Structure

- Chapter 2 develops the context for and locates this study within existing debates.
- Chapter 3 presents the nature and implications of a complex adaptive systems framework for this study.
- Chapter 4 illustrates the methodological approach adopted.
- Chapter 5 presents the research findings.
- Chapter 6 discusses the research findings in relation to the literature reviewed and the conceptual framework adopted, derives conclusions and outlines recommendations.

1.11   Conclusion

This chapter has served to introduce the concept of partnership within the field of development thinking and practice. It has presented a definition which reflects its emergence within functional and relational imperatives; imperatives concerned with fostering equitable development relations and prioritising the effective attainment of development goals. It has similarly explained the emergence and meaning of North-South partnerships within the context of higher education and research development.

The key global higher and teacher education concerns driving these partnerships including the necessary role of higher education in development, the contribution of teacher education development to basic education, the increasing prominence of the internationalisation agenda and the rise of the research university, have been identified. The research question concerned with exploring the extent to which partnerships challenge asymmetrical relations and engage Southern contexts was clarified.

In addition, a brief summary of the existing literature which illustrates the primacy of a modernisation paradigm and its role in perpetuating asymmetry and a support for Northern knowledge systems and values as universal was outlined. This chapter has further documented gaps in the literature pertaining to the lack of a conceptual and empirical analyses of these partnerships, more specifically within the context of teacher education development. The potential for a complex adaptive systems framework has been introduced. Chapter 2 proceeds to develop the context further and locate this study within existing conceptual debates.

Chapter 2 Literature Survey

2.0. Introduction

The purpose of this study is to explore the nature and implications of Irish Aid funded partnerships between Irish, Ugandan, Lesothan and Zambian education institutions within the context of teacher education development. It is specifically concerned with the extent to which these partnerships challenge asymmetrical development relations and contribute towards the attainment of teacher education development goals relevant to Lesothan, Ugandan and Zambian contexts. The aim of this chapter is to develop the context and to locate this study within existing debates. In developing the context, this chapter will begin by providing a more detailed overview of the social, economic and political contexts of higher and teacher education in Lesotho, Uganda and Zambia, concluding with a comparison of their key development indicators with Irish indicators.

Samoff and Carrol (2002:3) concur that: 'academic partnerships have been and continue to be rooted in the assumptions, understandings and practices of foreign aid and must be understood in those terms'. In this context, theorists including Kirby (1997) and Pieterse (2010) assert that the assumptions, understandings and practices of foreign aid are primarily rooted in political, economic and socio-cultural assumptions underpinned by a modernisation paradigm. Accordingly, section two of the literature survey is structured in alignment with a critique of the implications of a modernisation paradigm for development, educational development and partnership conceived and constructed under these terms. Gaps in the literature are further identified and conclusions derived.

Section One

2.1   Economic, Social and Political Contexts: Zambia, Uganda and Lesotho

This section presents the economic, political and social context of higher and teacher education development in Zambia, Lesotho and Uganda prior to and throughout the implementation of the case study sites ZITEP and the CGDE.

2.1.1   Zambia:

With respect to the Zambian economy in the time period leading in to the emergence of ZITEP, the republic of Zambia's Fifth National Development Plan (FNDP) (2006-2010) identifies the implications of international developments for Zambian economic growth, the most notable being a: **'**higher demand for primary commodities resulting in higher prices' (Ibid, 2006:6). Zambia's mining industry gained from the increase in metal prices, which, along with increased output underpinned the rise in metal exports by 170%. Zambian real GNP improved substantially between 2002-2005 averaging: '4.8 percent per year, up from an annual average of 2.2 percent in the preceding four years' (Ibid, 2006:6). Mining and construction were cited as key drivers of Zambian economic growth with manufacturing, tourism and the agricultural sector also recording growth rates of 5.2, 7.4 and 2.6 percent respectively. In further assessing economic indicators, the FNDP (2006-2010) highlights developments within the financial sector including a rise in domestic debt and domestic interest repayments during the period 2002-2005, declining inflation and interest rates, a narrowing current account deficit and an improving trade balance (Ibid, 2006:8).

Zambia's Sixth National Development Plan (2011 – 2015) outlines how economic growth improved over the period 2006-2009, averaging 6.1 percent per annum (Ibid, 2011:1). This plan further identifies satisfactory economic performance in 2011 and 2012 with GDP growing by 6.8 percent and 7.2 percent in 2011 and 2012. A more recent analysis provided by the World Bank Global Economic Prospects Report (2015) predicts that Zambian growth will remain level in 2015 due to soft copper prices and an enhanced regulatory system ensuring increased investment in the mining sector (Ibid, 2015:5). However, the sharp fall in the Zambian Kwacha has also been identified. A review of Zambian progress towards the MDGs conducted by the UNDP in 2013 acknowledges that though Zambia has recorded significant economic growth at an average of 6.5 percent since 2007 it: 'cannot show a significant reduction in poverty, inequality and malnutrition in the rural and periurban areas most in need of this' (UNDP, 2013a: 8). While this report acknowledges that extreme poverty is decreasing, Zambia maintains a Gini coefficient[8] of 0.65, 'placing it among the most unequal countries of the world today' (UNDP, 2013a: 10). That Zambia has transitioned to a middle-income country with foreign direct investment increasing steadily, though falling in 2010, is further identified (UNDP, 2013a: 15).

In assessing socio-economic contexts, the FNDP (2006-2010) identified increased budgetary spending on education and health during the period 2002 to 2005. Zambian expenditure in tertiary education as a percentage of total education expenditure equaled 25.755% in 2005 (World Bank, 2015. World Development Indicators. [Online]. [Accessed 2 - 7 November 2015]. http://data.worldbank.org/indicator/SE.XPD.TERT.ZS?display=graph). Today, the education sector receives the largest budgetary allocation, at approximately 20 percent of the total national budget (Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) Zambia, 2014:1).

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[8] The Gini index measures the extent to which the distribution of income (or, in some cases, consumption expenditure) among individuals or households within an economy deviates from a perfectly equal distribution. 0 measures absolute equality with 100 measuring absolute inequality (World Bank, World Bank Development Indicators, 2015).

With respect to progress towards MDG 2: Universal Primary Education, primary school enrolments increased from 80 percent in 1990 to 93.7 percent in 2010 with primary school completion rates also improving considerably. Zambia is on track to achieve gender parity in primary school enrolment as well as in literacy among 15-24-year olds (UNDP, 2013a:10). However, Zambia has stalled, moving backwards even, on women's participation in local and national government. While child mortality has declined in Zambia by almost 30 percent since 1992, it is still unacceptably high with the mortality rate of children under five at 137.6 per 1000 live births in 2010 and the mortality rate for infants at 76.2 deaths per 1,000 live births (UNDP, 2013a: 11). Maternal mortality rates, while decreasing, have not reached the 2015 targets. Significant progress has been made with respect to HIV with a drop in infection rates of 14.3% recorded, surpassing the MDG target.

The following Table 2.1 details Zambia's Human Development Index (HDI) Trends from 1980 to 2013:

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP$)	HDI value
1980	51.2	7.5	3.3	2,576	0.422
1985	48.3	8.2	4.0	2,267	0.420
1990	43.8	7.9	4.7	2,533	0.407
1995	41.0	9.2	6.1	2,122	0.408
2000	41.8	10.4	5.9	2,138	0.423
2005	47.2	11.7	6.4	2,166	0.471
2010	54.5	13.0	6.5	2,465	0.530
2011	55.9	13.2	6.5	2,706	0.543
2012	57.0	13.5	6.5	2,823	0.554
2013	58.1	13.5	6.5	2,898	0.561

(Source: UNDP 2013b:20. Human Development Report. The Rise of the South: Human Progress in a Diverse World. NY:USA).

With respect to Zambian political contexts, Zambia is a constitutional republic governed by a democratically elected president and a unicameral national assembly. In terms of leadership, Zambia became a one party state in 1972 with Kenneth Kaunda of the United National Independence Party (UNIP), as the sole candidate, elected president in 1973. With the creation of the Movement for Multiparty Democracy (MMD) in 1991, Zambia became a multi-party state and MMD candidate Frederick Chiluba was elected as president in this year. In 2002, MMD presidential candidate Levy Mwanawasa was elected remaining as president until his death in office in 2008, whereupon Zambian vice president Rupiah Banda succeeded him before loosing re-election in 2011 to Michael Sata of the Patriotic Front (PF). Following Michael Sata's death in office in 2014, Zambia's current president Edgar Lungu (PF) was elected president (The Commonwealth 2015. [Online] [Accessed 3 – 8 November, 2015. http://thecommonwealth.org/our-member-countries/zambia). To summarise, the UNIP had been in government for a total of 27 years, followed by the MMD for 20 years and the PF for a current 4 years.

With respect to Zambian human rights records, international and local observers considered the 2011 national elections to be generally free and fair. However, serious human rights abuses have recently occurred including reports of unlawful killings, torture, and beatings by the police, political violence and gender-based violence. Other reported human rights abuses include: 'life-threatening prison conditions; arbitrary arrest; prolonged pre-trial detention; arbitrary interference with privacy; displacement of landowners; restrictions on freedom of the press and speech; government corruption; child abuse; trafficking in persons; discrimination against persons with disabilities and members of the lesbian, gay, bisexual, and transgender (LGBT) community; restrictions on labor rights; and child labor'. While laws pertaining to freedom of assembly and association are often selectively enforced, actions have been taken by the government to address restrictions on these constitutionally protected rights (US Department of State, 2014:1).

Though the Zambian government has taken steps steps to prosecute officials suspected of corruption or human rights abuses, impunity remains a problem (US Department of State, Country Reports on Human Rights Practices for 2014:1). In a similar vein, while the FNDP (2006-2010) outined improvements in Zambia's budgeting process, expenditure management and financial accountability between 2002 and 2005, Transparency International scores Zambia 38 on the Corruption Perception Index, a low score whereby scores range from 0 (highly corrupt) to 100 (very clean); ranking 85 out of 175 countries. Zambia's control of corruption score was also low at -0.573424176, A SCORE identified by point estimates ranging from -2.5 to 2.5, with higher values corresponding to better governance outcomes, giving Zambia a percentile rank of 33% (Transparency International 2015. [Online] [Accessed 4-5 December 2015] https://www.transparency.org/country/#ZMB).

Finally, in assessing Zambia's aid contexts: 'A major development during 2005 was Zambia reaching the Completion Point under the Heavily Indebted Poor Countries (HIPC) Initiative resulting in debt forgiveness/cancellation'. (FNDP, 2006:8). As Zambia has graduated from a low-income to a lower middle-income country, it now has less access to concessional lending and overseas development assistance. Overseas Development Aid (ODA) to Zambia decreased from approximately USD 1.3 billion in 2009 to USD 914.4 million in 2010, increasing to approximately USD 1.1 billion in 2011. This decrease in 2010 was linked by the OECD (2011c:1) to 'corruption scandals' with Kragelund (2011) arguing for the global economic crises as the major cause of this reduction. As regards aid dependence, in 2007 the Zambian Ministry of Finance and National Planning published an 'Aid Policy and Strategy for Zambia' a significant step in Zambia's increasing attempts to manage donors (Kragelund, 2011). When Levy Mwanawasa took power in 2001 Zambia's aid dependency, measured as aid as a percentage of central government expenditure, was extremely high with aid contributing approximately 53 percent of the budget. (MoFNP Zambia, 2009). Since 2005, net ODA has averaged 12% of Zambian Gross National Income (GNI) and between 2008 and 2009 this percentage reduced considerably from 8.5% to 4.8% (World Bank, 2015. World Development Indicators. [Online]. [Accessed 3 – 6 December, 2015]. http://data.worldbank.org/indicator/DT.ODA.ODAT.GN.ZS/countries/1W?display=graph).

Aid provided by emerging donors including China, Brazil and India is increasing. China's development aid to Africa has increased rapidly and by the end of 2009: 'nearly half (46.7 per cent) of Chinese aid (US$37.7 billion) was committed to Africa' (Brautigam, 2011). In a Zambian context the rise in non-DAC aid is particularly relevant with Kragelund (2011) indicating that Chinese aid to Zambia has increased. As Chinese aid agreements are confidential, obtaining an official figure for grants and loans given by China is not possible. Moreover, figures obtained from the Zambian MoFNP vary from figures stated in the Zambian state media (Kragelund, 2011). However, while Zambian MoFNP (2009) figures record limited Chinese aid flows in comparision to Zambia's traditional donors, Kragelund (2011) identifies two loans negotiated in 2009/2010 including a US $53 million loan from the China EXIm bank to procure 9 mobile hospitals each consisting of 7 trucks from a Chinese compant and an additional US$ 1 bn concessional loan to address Zambian budgetary constraints. Indian financial transfers to Zambia, which may be identified as aid, are identified as small (Kragelund, 2011). However, if credit lines and investments are included financial transfers from India to Zambia are much higher and increasing.

As regards Irish aid to Zambia, Table 2.2 depicts Irish Bilateral ODA in 2010 and 2011. Zambia has been an Irish Aid partner country since 1980. Education is a key focus of the Irish Aid programme in Zambia with Irish Aid acting as co-lead donor for the sector. (Irish Aid, 2007c). With respect to aid effectiveness and efficiency, specifically Zambian progress in implementing the Paris Declaration principles concerning ownership and alignment, the World Bank gave Zambia a B rating in 2010 for having in place an operational development strategy, demonstrating an improvement on the C rating obtained in the 2006 review (OECD, 2011c:3). The OECD further identifies that: 'The Sixth National Development Plan is underpinned by a long-term vision and includes prioritised targets'. OECD concerns regarding inclusive ownership and gender equality include 'concerns about the quality of the participation of civil society organisations which can be constrained by their own capacity, the lack of clarity of their mandate and constituencies as well as their access to timely and relevant information.

A key challenge with respect to alignment includes: a 'Weak, decentralised capacity to undertake procurement and planning'(Ibid, 2011c:3). With respect to gender equality, though the FNDP (2006 – 2009) contains a seperate chapter on gender, efforts to collect gender disaggregated data to be used for policy making are constrained by a lack of resources to collect data, a weak strategic approach and insufficient awareness of the benefits of such an effort (OECD, 2011c:4).

Table 2.2: Irish Bilateral ODA in 2010 and 2011:

	2011 E000s	2010 E000s
Bilateral ODA : Department of Foreign Affairs and Trade - Irish Aid		
Programme Management and Administration	28,203	30,553
Partner Countries		
Ethiopia	25,929	25,716
Lesotho	10,380	10,979
Mozambique	37,478	37,097
Tanzania	30,680	31,160
Malawi	11,989	8,360
Uganda	33,105	33,091
Zambia	16,228	19,228
Timor Leste	2,682	3,351
Vietnam	11,953	12,702
Other Countries		
Zimbabwe	3,624	1,437
South Africa	3,643	3,296
Sierra Leone	5,453	4,999
Liberia	4,440	6,540
Other Countries	4,199	3,755
Civil Society Funding Schemes	92,038	99,539
Volunteer Programmes	637	328
Global Education Initiatives	4,151	4,200
Global Health Initiatives	8,999	6,934
Global HIV and AIDS Initiatives	12,277	13,781
Global Hunger Initiatives	9,008	9,586
Other Cross Cutting Programmes	5,485	2,990
Strategic Cooperation with Third Level Institutions	2,632	2,141
Development Education	3,236	4,640
Fellowships / Courses etc	1,164	1,792
Public Information	962	1,045
Other Programmes	521	2,037
Rapid Response Initiative	5,082	3,997
Recovery Assistance	10,144	7,682
Stability Fund	5,008	5,006
Emergency Humanitarian Assistance	50,997	52,501
Total Bilateral ODA : Department of Foreign Affairs and Trade - Irish Aid	**442,327**	**450,463**
Bilateral ODA from other Government Departments		
Various Departments - eligible bilateral contributions	483	527
Revenue Commissioners - Tax Deductibility Scheme	7,400	5,600
Total Bilateral ODA from Other Government Departments	**7,883**	**6,127**
Total Bilateral ODA	**450,210**	**456,590**

2.1.2 Uganda

With respect to economic trends in the time period leading in to the emergence of the CGDE, Uganda's real GDP grew at an average rate of 7.9% since 2000, the highest rate of 10.8% recorded in 2006, falling to 8.4% in 2007 and rising to 9.0% in 2009. Since the start of the decade, per-capita GDP grew at an average annual rate of 4.5%. Income poverty levels reduced from 37.7% in 2002 to 31% in 2005/2006. Key drivers behind Ugandan economic growth included a rapidly growing service sector whose contribution to GDP grew from 41.2% in 2001/2002 to over 51.2% in 2008/09, further increasing to 20% per annum in 2008/09. A strong growth in the transport and communications subsector has further influenced service sector growth. However, the agricultural sector has experienced a significant decline in growth rates from 3.8% per annum in 2003/4 to 1.5% in 2004/5, declining further to 0.4% in 2005/06 and improving slightly to 2.6% in 2008/09. Uganda's financial sector was identified as under-developed, characterised by a low savings rate, high cost of credit and under-developed capital markets. The economy's capacity to create employment was therefore limited (Republic of Uganda, 2010).

A recent draft of the Second National Development Plan 2015/16 – 2019/20 (NDPII), (Republic of Uganda, 2015) indicates that the highest growth rate was achieved in 2010/11 at 9.7 percent, falling to 4.4 percent the following year and 3.3 percent in 2012/13, prior to increasing to to 4.5 in percent in 2013/14. From 2010/2011 average GDP growth rate has been 5.5 percent below a predicted 7.2 percent, explained as a result of factors including the impacts of climate change, drought, flooding and severe storms, productivity and infrastructure. Uganda has been growing above the African country average of 5.1 percent since 2010, remaining resilient throughout the global financial crisis (Ibid, 2015:3). There has been a reduction in absolute poverty from 24.5 percent in 2009/10 to 19.7 percent in 2012/13 and increased per-capita income from USD665 in 2009/10 to USD 788 in 2013/14. The World Bank predicts that Ugandan growth should remain robust, driven by investment and consumer spending (World Bank, 2015:5). The World Bank further identifies a substantial Chinese investment in textiles and steel pipe manufacturing. Please see Table 2.3 depicting Sub-Saharan Africa Country Forecasts.

Table 2.3: Sub-Saharan Africa country forecasts (Real GDP growth at market prices in percent, unless indicated otherwise):

	00-10a	2011	2012	2013	2014e	2015f	2016f	2017f
Angola	11.3	3.9	8.4	6.8	4.4	4.5	3.9	5.1
Benin	3.9	3.3	5.4	5.6	5.5	4.6	4.6	4.7
Botswana	4.2	5.2	5.0	5.4	4.7	4.3	4.2	4.2
Burkina Faso	6.0	4.2	9.5	6.5	4.5	5.0	6.2	6.5
Burundi	3.3	4.2	4.0	4.6	4.7	4.8	5.0	5.2
Cabo Verde	5.7	4.0	1.2	0.5	1.3	3.0	3.4	3.5
Cameroon	3.3	4.1	4.6	5.6	5.0	4.0	4.6	5.0
Chad	10.7	0.1	8.9	4.0	7.3	9.0	4.7	5.6
Comoros	2.9	2.6	3.0	3.5	3.2	3.4	3.7	3.8
Congo, Dem. Rep.	4.7	6.9	7.1	8.5	9.0	8.0	8.5	9.0
Côte d'Ivoire	1.1	−4.4	10.7	8.7	8.0	8.0	7.7	7.5
Eritrea	0.9	8.7	7.0	1.3	2.0	1.5	2.0	2.2
Ethiopia	8.6	11.2	8.6	10.5	10.3	9.5	10.5	8.5
Gabon	2.0	7.1	5.6	5.9	5.0	4.0	5.2	5.5
Gambia, The	4.6	−4.3	5.9	4.8	−0.2	3.0	5.1	6.1
Ghana	5.8	14.0	9.3	7.3	4.2	3.5	5.9	7.8
Guinea	2.6	3.9	3.9	2.3	0.4	−0.3	2.3	2.5
Guinea-Bissau	2.5	9.0	−2.2	0.3	2.5	4.2	3.9	4.0
Kenya	4.4	6.1	4.5	5.7	5.3	6.0	6.6	6.5
Lesotho	4.0	2.8	6.5	5.5	2.0	4.0	4.5	4.5
Madagascar	2.6	1.5	3.0	2.4	3.0	4.6	4.8	5.0
Malawi	4.5	4.3	1.9	5.0	5.7	5.1	5.6	5.9
Mali	5.7	2.7	0.0	1.7	6.8	5.6	5.1	5.2
Mauritania	3.9	4.0	7.0	6.7	6.4	5.5	5.7	5.6
Mauritius	3.8	3.9	3.3	3.3	3.2	3.5	3.7	3.7
Mozambique	7.7	7.4	7.1	7.4	7.4	7.2	7.3	7.3
Namibia	4.7	5.1	5.2	5.1	5.3	5.5	5.3	5.1
Niger	4.6	2.3	11.0	4.1	6.2	4.5	5.5	7.7
Nigeria	8.8	4.9	4.3	5.4	6.2	4.5	5.0	5.5
Rwanda	7.9	7.9	8.8	4.7	7.0	7.0	7.0	7.5
Senegal	4.1	2.1	3.5	2.8	4.5	4.8	5.0	5.2
Sierra Leone	8.9	6.0	15.2	20.1	6.0	−12.8	8.4	8.9
South Africa	3.5	3.6	2.5	1.9	1.5	2.0	2.1	2.4
Sudan	5.8 −	3.3	−10.1	−6.1	3.0	2.6	3.5	3.9
Swaziland	2.3	−0.7	1.9	2.8	1.7	2.0	1.8	1.6
Tanzania	7.0	6.4	6.9	7.0	7.2	7.2	7.1	7.1
Togo	2.0	4.9	5.9	5.1	5.5	5.1	4.9	4.7

	00-10a	2011	2012	2013	2014e	2015f	2016f	2017f
Uganda	7.8	4.7	3.6	4.8	5.2	5.5	5.7	5.8
Zambia	7.4	6.4	6.8	6.7	5.6	5.6	6.2	6.9
Zimbabwe	-4.7	11.9	10.6	4.5	3.2	1.0	2.5	3.5
Recently transitioned to high-income countries b								
Equatorial Guinea	14.7	5.0	3.2	–4.8	–3.1	–15.4	3.6	3.7

(Source: World Bank, 2015.

a. GDP growth rates over intervals are compound average; current account balance shares are simple averages over the period.

b. The recently high-income countries are based on World Bank's reclassification from 2004 to 2014 (World Bank, 2015).

A review of Ugandan progress towards the MDGs in 2013 shows that Uganda has halved the proportion of people whose income is less than one dollar a day from 56.4% in 1992/93 to 24.5% in 2009/2010, on track to attain 25.0% in 2015 (Republic of Uganda, 2013). Uganda recorded a Gini Index of 42.4 in 2012 decreasing from 44.2 in 2010. However, though this score is not as severe as Zambia's, growing inequality is of increasing concern. Uganda is on the cusp of transitioning to a middle-income country (World Bank, 2015).

As regards socio-economic contexts government expenditure on education was 14.02% in 2012. Its highest value over the past 12 years was 21.85% in 2004, while its lowest value was 13.00% in 2000. Primary school enrolments stood at 86% in 2002/03 decreasing to to 83% in 2009/10. While primary school completion rates have improved, progress is slow, with repetition and dropout rates rising with increasing enrolments (Republic of Uganda, 2013: 19). Gender parity has been achieved in primary school education. However, there has been a drop in literacy rates from 73 percent in 2009/10 to 71 percent in 2012/13, underpinned by high school dropout rates at primary level (Republic of Uganda, 2015). As regards gender equality, progress has been made with the proportion of seats held by women in Parliament which increased consistently from 17.9% in 2000 to 35.0% in 2012 (Ibid, 2015).

Uganda has significantly reduced under-five mortality rates (per 1,000 live births) from 156 in 1995 to 90 in 2011. Infant mortality rates have fallen from 86 in 1995 to 54 in 2011. Maternal mortality rates have fallen from 506 in 1995 to 438 in 2011 but are unlikely to meet the MDG targetted reduction for 2015. The number of deaths associated with HIV have fallen, however, the prevalence rate among the 15 to 24 age group has increased, in contrast to previous significant achievements (Ibid, 2015).

The following Table 2.4 details Uganda's Human Development Index (HDI) Trends from 1980 to 2012:

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP$)	HDI value
1980	50.1	3.9	1.9		
1985	49.6	5.6	2.3	0,520	0.3
1990	47.4	5.6	2.8	0,554	0.306
1995	44.9	5.5	3.4	0,663	0.316
2000	46.1	10.7	3.9	0,755	0.375
2005	50.2	10.4	4.3	0,880	0.408
2010	53.7	11.1	4.7	1,126	0.450
2011	54.1	11.1	4.7	1,158	0.454
2012	54.5	11.1	4.7	2,168	0.456

(UNDP 2013b:20. Human Development Report. The Rise of the South: Human Progress in a Diverse World. NY:USA).

As regards political contexts, Uganda is a presidential republic in which the president is both head of state and head of government within a multi-party system. The government and the national assembly maintains legislative power based on a democratic parlimentary system. Yoweri Museveni of the National Resistance Movement has been the president of Uganda since 1986 and is also head of the armed forces. Museveni instigated a restricted approach to the activities of other political parties in 1986 in the name of reducing sectarian violence. This approach was cancelled in a 2005 constitutional referendum. Twenty-nine registered political parties are currently identified by Uganda's Electoral Commission (The Commonwealth 2015. [Online]. [Accessed 3–8 November, 2015]. http://thecommonwealth.org/our-member-countries/uganda).

The Human Rights Watch World Report: Uganda, 2015 outlines the following concerns with respect to human rights abuses. The Public Order Management Law, passed in 2013, grants police wide discretionary powers to permit or disallow public meetings serving to undermine or obstruct Ugandans' assembly rights when protesting against government. New ad-hoc policies introduced by the minister of information have negatively impacted the media's operating environment. In 2013, parliament passed the Anti-Homosexuality Act, increasing prison sentences for same-sex conduct and criminalising "promotion of homosexuality." The 2014 HIV Prevention and Control Act violates human rights related to consent, privacy, and bodily autonomy. Impunity for abuses by the security forces, particularly during protests, remains a serious problem (Human Rights Watch, 2015).

Though donors have reduced or redirected aid following the Anti-Homosexuality Act, aid continues to flow despite large-scale corruption scandals in recent years. The Ugandan rebel group the Lord's Resistance Army (LRA) remains active across Central African Republic, South Sudan, and Northern Democratic Republic of Congo. While allegations of killings and abductions are falling, they continue to surface. Transparency International scores Uganda 26 on the Corruption Perception Index, a particularly low score in comparison to Zambia; ranking 142 out of 175 countries. Uganda's control of corruption score is low at -0.8784455244, ALSO LOWER THAN ZAMBIA RESULTING IN a percentile rank of 21% (Transparency International 2015. [Online] [Accessed 4-5 December 2015] https://www.transparency.org/country/#UGA).

Finally, in assessing aid contexts, trends in Overseas Development Aid (ODA) to Uganda are presented in the following table.

Table 2.5: Net official development assistance received (current US$)

Year	US$
2006	1,586,430,000
20007	1,737,300,000
2008	1,641,470,000
2009	1,784,700,000
2010	1,723,470,000
2011	1,577,820,000
2012	1,655,190,000
2013	1,692,560,000

(Source: World Bank, 2015. World Development Indicators. [Online]. [Accessed 3 – 6 December, 2015]. http://data.worldbank.org/indicator/DT.ODA.ODAT.CD/countries/1W-UG?display=graph).

Aid dependence in Uganda is particularly high, reducing slightly from 56.06% in 2000 to 55.90% in 2009 (Action Aid, 2011). However, ODA as a percentage of Gross National Income (GNI) has decreased from 14.4%, to 11.7%, to 10.7%, to 9.3%, to 8.6%, to 7.1% to 7.0% during 2007 to 2013. As regards the rise of new economic and political powers and non-DAC aid, Uganda's development plans indicate that: 'interest from international investors has changed and is increasingly evident from investors based in India, China, and Arab countries, rather than from investors based in Europe' (Republic of Uganda, 2010: 54) and that: 'At a global level, the future will be characterised by the emergence of several developing and transition countries – most notably the BRICS (Brazil, Russia, India, China and South Africa)' (Republic of Uganda, 2015:80). The Draft NDPII further identifies the intended establishment of: 'a new Development Bank, with sufficient capital for financing infrastructure' and the 'BRICS Multilateral Infrastructure Co-Financing Agreement for Africa, which paves the way for the establishment of co-financing arrangements for infrastructure projects across the African continent' (Republic of Uganda, 2015:80).

As regards Irish aid to Uganda, Uganda has been an Irish Aid partner country since 1994. As with Zambia, education is a key focus of the Irish Aid programme in Uganda with an estimated E40.4 million provided in aid to the education sector from 2010 to 2015, just under the 53.95 allocated to governance (Irish Aid, 2010b). In 2012, the Irish government suspended €16 million of development assistance, due to be channelled through Government of Ugandan systems, following the discovery of fraud in the Office of the Prime Minister. The Government of Uganda has since refunded in full the €4 million of Irish Aid funding which was misappropriated (Irish Aid, 2015. [Online]. [Accessed 24 November, 2015]. https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner countries/uganda/).

As regards aid effectiveness and efficiency, specifically Ugandan progress in implementing the Paris Declaration, Uganda has made progress towards achieving many of the Paris Declaration targets maintaining a B rating between 2005 and 2010. The OECD identifies Uganda as having: 'a long-term national development strategy (NDS), the formulation of which included the private sector, local government structures and civil society. (OECD, 2011d:3). The OECD further identifies that donor involvment in national development planning is low with: 'a high degree of involvement of the private sector, local government structures, civil society and non-governmental organisations (NGOs); planning endorsed by parliament (OECD, 2011d:3). As with Zambia, aid management capacities and capacities with respect to the design and implementation of policies and service delivery are further described as significantly constrained (OECD, 2011d: 7).

2.1.3: Lesotho

With respect to economic trends Lesotho's National Strategic Development Plan 2012/13 – 2016/17 outlines that real GDP growth rates averaged 3.8% per annum from 2000/01 to 2010/11, somewhat higher than the target of 3.5% for 2010, but below the 5% required to reduce poverty on a sustainable basis (Government of Lesotho, 2012:5). The highest rate of GDP growth in recent years was 7.2% in 2006 and 4.9% in 2007 (Munich University, 2010). In 2012, GDP growth rate equaled 3.5% (Government of Lesotho, 2012).

Progress is steady in meeting Gross National Income (GNI) per capita targets, rising from US$ 980.0 in 2006 to 1,580 in 2013 and falling to 1,340 in 2014 (World Bank, 2015. World Development Indicators. [Online]. [Accessed 13 November, 2015]. http://data.worldbank.org/indicator/NY.GNP.PCAP.CD/countries/1W?display=graph).

Lesotho is now classified as a lower-middle income country, though poverty and unemployment are still high. An unemployment level of 52% was recorded in 2009 falling to 25.3% in 2013 (Munich University, 2010). In 2009, an estimated 58% of citizens lived under the poverty line. Economic growth is primarily concentrated in urban areas. However, in 2010 76% of the country's population resided in rural areas, making Lesotho an extremely unequal country with a Gini Coefficient of .66 (Munich University, 2010). The strongest driver of GDP growth has been the secondary sector, of which the majority is manufacturing. Between 1982/83 and 2010/11, the primary, secondary and tertiary sectors increased on average by 1.8%, 7.8% and 3.8% per year respectively (Government of Lesotho, 2012). As regards Lesotho's financial sector, inflation, as measured by the Consumer Price Index, rose from 6.1% in 2006 to 10.6% in 2008, falling considerably to 3.6% in 2010. Total debt service as a percentage of of exports of goods, services and primary income decreased substantially from 5.9% in 2007 to 2.2% in 2008 (Government of Lesotho, 2012). .

As regards socio-economic contexts government expenditure on education is increasing and higher than the average for comparable Sub-Saharan countries, claiming 29.9% of the government budget for the 2004/05 financial year. Primary education takes the larger share (Ministry of Education and Training, 2005:15). Lesotho has one of the highest literacy rates in sub-Saharan Africa; in 2013 87.4% of males and 98.2% of females are literate. Primary school enrolments, while increasingly dramnatically since the introduction of Universal Primary Education in 2000, stood at 82.1% in 2013, illustrating slow progress in achieving MDG 4. Primary school completion rates for girls and boys was at 80.4% in 2006, falling to 71.4% in 2009 (World Bank, 2015. World Development Indicators. [Online]. [Accessed 10 November,2015].http://data.worldbank.org/indicator/SE.PRM.CMPT.ZS/countries/LS?display=graph). Gender parity has been achieved in primary school education.

As regards gender equality, women's participation in formal employment and governance has increased and Lesotho is on track to achieve MDG targets in this area (Kingdom of Lesotho, 2013). Under five mortality rates (per 1,000 live births) fell from 123.2 in 2006 to 90.2 in 2015. Though infant mortality rates are falling from 87.5 in 2006 to 69.2 in 2015, they still remain relatively high. Maternal mortality rates have fallen from 725 in 2006 to 487 in 2015. However, Lesotho remains off-track on the MDG target of reducing maternal mortality ratio.

The following Table 2.6 details Lesotho's Human Development Index (HDI) Trends from 1980 to 2012.

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP$)	HDI value
1980	53.8	8.2	3.7	1,340	.422
1985	56.4	9.3	4.1	1,526	0.456
1990	59.5	9.4	4.4	1,482	0.474
1995	57.1	9.5	4.6	1,401	0.465
2000	47.7	9.7	4.9	1,432	0.429
2005	44.3	10.	5.3	1,650	0.425
2010	47.6	9.6	5.9	1,784	0.455
2011	48.2	9.6	5.9	1,816	0.456
2012	48.7	9.6	5.9	1,879	0.461

(Source: UNDP. 2013b. Human Development Report 2013 The Rise of the South: Human Progress in a Diverse World. NY:USA).

As regards political contexts, Lesotho is a constitutional monarchy. The present constitution came into force in 1993, shortly after the return to multiparty democracy and was amended in 2001 to introduce an element of proportional representation. The monarch is head of state; succession being ratified by the College of Chiefs. The Prime Minister is head of government and appoints a cabinet. The legislature has two chambers; the National Assembly which is elected for a five-year term and the non-elected Senate (The Commonwealth, 2015. [Online]. [Accessed 3 November, 2015]. http://thecommonwealth.org/our-member-countries/lesotho/constitution-politics).

The Lesotho Congress for Democracy (LCD) has been central to political life in Lesotho ruling from 1998 to 2012. The All Basotho Convention (ABC) has recently added a new dynamic, as does the Basotho National Party (BNP) and the Democratic Congress (DC). In National Assembly elections, held early 2015, the DC formed a coalition government with the LCD and five other smaller parties. The current Head of Government is Dr Pakalitha Bethuel Mosisili. In 2011, The World Democracy Audit[9] report (Freedom House, 2015) ranked Lesotho above average at 57 out of 150 countries. Good progress is being made towards the protection of political rights and civil liberties and rankings for press freedom and handling corruption are 62 and 58 out of 150 and 149 countries respectively (Government of Lesotho, 2012) .

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[9] Freedom House works to defend human rights and promote democratic change, with a focus on political rights and civil liberties. As regards methodology, a country or territory is awarded 0 to 4 points for each of 10 political rights indicators and 15 civil liberties indicators, which take the form of questions; a score of 0 represents the smallest degree of freedom and 4 the greatest degree of freedom. The political rights questions are grouped into three subcategories: Electoral Process, Political Pluralism and Participation and Functioning of Government. The civil liberties questions are grouped into four subcategories: Freedom of Expression and Belief, Associational and Organisational Rights, Rule of Law and Personal Autonomy and Individual Rights (Freedom House, 2015. Freedom in the World 2011: Lesotho. [Online]. [Accessed 28 November, 2015] https://freedomhouse.org/report/freedom-press/2011/lesotho).

Lesotho's National Strategic Development Plan 2012/13 – 2016/17 outlines that Lesotho is ranked relatively high as compared to other African countries in observing human rights. However, the Human Rights Report of 2010 (US Department of State, 2010) indicates that the following human rights abuses were reported in 2014: killings, torture, and abuse by police; mob violence; poor prison conditions; lengthy pretrial detention, and long trial delays. Societal abuses included abuse of spouses and children; sexual abuse; restrictions on women's rights; discrimination against women; stigmatization of persons with disabilities and HIV/AIDS; and child labor. Transparency international measured Corruption Perception Index at 49 ranking 55 out of 175 in 2014 with a control of corruption percentile rank of 63% (Transparency International, 2015. [Online]. Accessed 12 November, 2015]. http://www.transparency.org/country/#LSO).

Finally, in assessing aid contexts, trends in Overseas Development Aid and Official Aid received is presented in the following Table 2.7.

Year	US$
2006	70,620,000
20007	128,790,000
2008	143,800,000
2009	122,390,000
2010	256,230,000
2011	264,710,000
2012	282,680,000

(Source: World Bank, 2015. World Development Indicators. [Online]. [Accessed 13 November, 2015]. http://data.worldbank.org/indicator/DT.ODA.ALLD.CD/countries/LS?display=graph).

As regards aid dependency, net ODA received as a percentage of GNI rose from 3.8% in 2006 to 7.1% in 2008, falling to 5.8% in 2009 and rising again to 9.9% in 2010. In 2013 the rate was 11.2% (World Bank, 2015. World Development Indicators. [Online]. [Accessed 13 November, 2015]. http://data.worldbank.org/indicator/DT.ODA.ODAT.GN.ZS/countries/LS?display=graph).

In assessing the rise of new economic and political powers and non-DAC aid, attempts to quantify aid flows from each of the BRICS country have been identified as ad-hoc, piecemeal and are difficult to attain. The Public Eye Online, 2015 quotes Lesothan foreign minister Tlohang Sekhamane as stating that: 'China is playing a vital role in Africa's development under the framework of the Forum for China-Africa Cooperation (FOCAC). Under this mechanism completed projects include: 'street lighting with the use of solar at Mount Moorosi, Pitseng and Nazareth covering a 4.5km radius of power line and construction of new parliament building; a mushroom Project which is currently into its fourth term spearheaded by a Chinese company, the Jincao Mushroom and technical assistance on land use and planning' (The Public Eye Online, 2015. China in USD1 million gift to Lesotho. [Online]. [Accessed 10 December, 2015]. http://www.publiceyenews.com/site/2015/04/17/china-in-usd1-million-gift-to-lesotho/).

Lesotho has received bilateral aid from Ireland since 1975 and constitutes the longest running bilateral aid programme from Ireland. In 2007 nearly €10 million was given to Lesotho by Ireland in co-operation with the Clinton Foundation and Irish Missionaries. The objectives of Irish Aid's programme in Lesotho are primarily concerned with improving health and education services in the most remote parts of the country as well as assisting increased food production and reducing malnutrition (Irish Aid, 2015. [Online] [Accessed 15 December, 2015]. https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/lesotho/).

Aid effectiveness and efficiency, specifically Lesothan progress in implementing the Paris Declaration, 2005, has been identified as weak by the OECD (2011e), demonstrated by the attainment of a C rating for operational development strategies up to 2011. The report 'Aid Effectiveness 2011: Progress in Implementing the Paris Declaration' (OECD, 2011e:1) outlines the following as in need of significant improvement: 'The reliability of Lesotho's public financial management systems; aligning aid flows to national priorities; the use of common arrangements and procedures; joint missions; analytic work between donors and the government and building a result-oriented framework'. However, this report also asserts that Lesotho has made significant progress in: 'strengthening capacity by co‑ordinating efforts with donors and untying aid' and that 'Lesotho's relatively slow performance in achieving these goals is related to the lack of human and financial resources of the government'.

Munich University (2009) identifies a small formal Lesothan civil society active in poverty alleviation, health care and governance and organised under the Lesotho Council of Non-governmental Organizations (LCN). The national legislature is further identified as offering limited opportunity for public participation. However civil society groups were consulted throughout the development of the country's National Vision (Vision 2020), the national Poverty Reduction Strategy (PRS) and the recent drafting of Lesotho's African Peer Review Mechanism (APRM) country assessment report.

The following Table 2.7 synthesises and summarises this discussion in presenting a comparison of data concerning key social, political and economic indicators for Uganda, Lesotho and Zambia for the years 2007 and 2010; the beginning and final years of both the CGDE and ZITEP. When figures are not available for 2007 and 2010, figures from the closest year are used. These indicators are further compared with Irish indicators.

Country	GDP Growth (%)	GNI per Capita (US$)	Gini Index	HDI .890 very high .493 Low	CPI 0 (highly corrupt) to 100 (very clean).	Net ODA (% of GDI)	Freedom Rating 7 is the lowest score.
Zambia **2007** **2010**	8.4 10.3	880.0 1,310.0	54.6 (2006) 55.6 (2010)	.486 .530	38 (2014)	8.1 4.8	3.5 3.5
Uganda **2007** **2010**	8.4 5.2	1,005.6 1,259.3	44.2 (2009) 42.4 (2012)	.446 .472	26 (2014)	14.4 9.3	4.5 4.5
Lesotho **2007** **2010**	4.7 5.2	1,020.0 1,160.0	54.2	.448 .472	49 (2014)	6.4 9.9	2.5 3.0
Ireland **2007** **2010**	4.9 - .3 -6.4 (2009)	50,440.0 44,100.0	32.0 32.3	.901 .900	74 (2014)		1.0 1.0

This table shows that GDP has increased slightly for Lesotho, is changeable for Uganda and has grown considerably for Zambia. While GNI is particularly low for all three countries in comparison with Ireland, it has increased considerably for Zambia. Zambia is now a middle-income country. The Gini index is high for all three African countries, rising in Zambia and decreasing in Uganda. The HDI for all three African countries is almost half than what it is for Ireland. Uganda scores particularly low on the CPI, with Lesotho maintaining a relatively high score. Zambia and Uganda have considerably reduced their reliance on aid, with Lesothan dependence increasing. Uganda has a low freedom rating score with Lesotho scoring positively. In Ireland's case, GNP growth rates and GNI fell considerably with GNP falling to -6.4 in 2009. Ireland scores relatively well on the Gini Index, not too far ahead of Uganda. Ireland also scores well on the CPI index and freedom rating.

In moving forward, the second section of this literature survey will critically debate the implications of a modernisation paradigm for development, educational development and partnership conceived and constructed under these terms.

Section Two

2.2   The Nature and Implications of a Modernisation Paradigm

As outlined in the introductory chapter, the primacy of a modernisation paradigm acts as a central challenge to the equitable conceptualisation and practice of a partnership model. An adherence to this paradigm has served to maintain disempowering and inequitable North-South relations and a commitment to development and educational development goals underpinned by Northern interpretations (Crawford, 2003; Abrahamsen, 2004; King and McGrath, 2004); Boeren and Holtland, 2005; Riddell, 2007; Aina, 2009; Unterhalter, 2009; Whitfield and Frasier, 2010; Baily and Dolan, 2011; Koehn, 2012; Koehn and Obamba, 2014). Section two of the literature survey proceeds to explore these debates in presenting critical, human and post-modern challenges to modernisation with the intention of identifying a conceptual framework most suited to understanding the nature and implication's of development aid funded partnerships between Irish, Ugandan, Lesothan and Zambian educational institutions within the context of teacher education development.

2.3   Introducing Development

The term 'development' has a long history with Rist (2006) documenting its origins from antiquity through to the enlightenment. For the purpose of this research, the term 'development' describes the theories and practices associated with the development programme instigated after World War II. So (1990) and Rapely (2007) identify principal post World War II concerns as including US dominance within the field of international relations, the re-construction of war-torn countries, the rising prominence of communism and the primacy of economic, social and political development in previously colonised countries. So (1990:17) explains how during this period newly independent African and Asian countries were: 'searching for a model of development, which would promote their economy and enhance their political independence'. Rapely (2007) outlines how international institutions including the International Bank for Re-construction, later known as the World Bank, and the United Nations Organisation were established to support certain countries in attaining economic, social and political development.

Rist (2006: 71) identifies President Truman's 1949 inauguration speech as a key event in locating the origins of the development agenda. Truman's speech employed terms such as 'poverty', 'misery', 'suffering', 'disease' and 'primitive' when describing 'underdeveloped' areas and argued that the US must make the: 'benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas'. Rist (2006) concludes that this speech was pivotal in firmly differentiating between 'developed' and 'underdeveloped' societies. The term 'development' was created, built on distinctions identifying wealthy Western/Northern societies as developed and poorer Third World/Southern societies as underdeveloped. So (1990:18) further identifies the emergence of: 'a new generation of young political scientists, economists, sociologists, psychologists, anthropologists and demographers' concerned with: 'the previously little researched Third World states'. The theories associated with the sociology of development gained traction and a particularly prominent theory during this time was the modernisation paradigm.

2.4   The Modernisation Paradigm

Theorists including Kirby (1997) and Pieterse (2010) concur that early development thinking referred primarily to the modernisation paradigm when explaining the progress of developed and underdeveloped societies. That a traditional modernisation world-view continues to persist today is asserted by commentators such as Escobar (1995), Chambers (1997), Crewe and Harrison (1998), Groves and Hinton (2004), Rihani (2002, 2005) and Geyer and Rihani (2010). Accordingly, it is necessary to first identify the key constructs of a modernisation perspective prior to assessing their implications for North-South development relations and the nature of global development goals.

Within the field of sociological theory So (1990) and Walby (2009) identify the origins of modernisation thinking as emerging from studies of Western industrialisation. Studies concerning the progress of traditional and industrialised societies by theorists including Durkheim (1984) and Parsons (1951) refer to social relations in differentiating between traditional and industrial societies. Concepts of 'mechanical' and 'organic solidarity' and 'pattern variables' were utilised to explain traditional societies as characterised by 'collective' relationships, with industrial societies supportive of 'self-orientation' and individualistic characteristics (So, 1990:19). Social change was therefore prioritised in advancing societies from traditional to industrialised. Informed by European enlightenment philosophy, modernisation supported universal principles in ordering society over family, community and tribal laws. Moreover, advanced industrial societies provided the universal blueprint regarding the end state of social change (So, 1990).

Evolutionary theory was utilised to explain the movement from traditional to industrial. So (1990:19) outlines key evolutionary assumptions as supporting 'uni-directional' and 'progressive' social change, which is: 'slow, gradual and piecemeal'. Additionally, Durkheim (1984) conceptualised society as a unified social system (Walby, 2009). In this regard, functional assumptions viewed human society as a biological organism; a system whereby political, social and economic structures and institutions are consensually interrelated and interdependent. The societal system is seeking equilibrium, continually adapting to its environment and cultivating socio-cultural values from generation to generation (Parsons, 1951) in (So, 1990).

The following now turns to assess the implications of modernisation's evolutionary and functionalist assumptions for development thinking and practice.

2.5   Modernisation and Development

Modernisation theorist Levy (1967) built on the studies of Durkheim (1984) and Parsons (1951) in applying the Parsonian concept of 'pattern variables' to understanding the socio-cultural characteristics of underdeveloped and developed societies. Levy (1967) concluded that underdeveloped societies are characteristic of 'traditional' cultural norms demonstrating self-sufficiency, low centralisation and a neglect of market and money processes. In contrast, developed societies are characterised by 'modern' cultural norms including interdependency, specialisation, decentralisation, rationality, universalism and an emphasis on money and the market (So, 1990:25). Socio-cultural change was prioritised, concerned with transforming underdeveloped values to modern values. Moreover, internal change was advocated whereby the individual is perceived as the agent of a change agent (So, 1990). The attributes to which modern man was to aspire include rationality, autonomy, openness to innovation and new experiences, a democratic attitude and a faith in the achievement of science and technology (Inkeles, 1964) in (So, 1990:42).

Modernisation's evolutionary assumptions advocate social change as: 'unidirectional, progressive and gradual, irreversibly moving societies from a primitive stage to an advanced stage' (So, 1990:33). Change is transformative in that traditional values obstruct scientific and technological progress and so must be wholly replaced by modern values. Accordingly, Levy (1967) explained that modernisation eventually results in 'homogenisation'. Moreover, traditional societies must evolve along the uni-directional lines of modern Western societies. Therefore, in addition to homogenisation, society will also become Westernised (So, 1990:33). Modernisation's functional assumptions perceive society as existing in a uniform state; it is self-equilibrating whereby balance follows continued adaptation and change. The existence of consensual and cohesive structures and norms maintaining homeostatic equilibrium and socio-cultural characteristics from generation to generation is advocated. Accordingly, prevailing social structures are accepted (Walby, 2003:5).

Contemporary modernisation perspectives include those offered by Inglehart and Welzel (2009) and Fangjun (2009). Inglehardt and Welzel (2009:3) outline revisions to traditional evolutionary assumptions including the assertion that modernisation is not linear, instead: 'the process reaches inflection points' whereby: 'each phase of modernisation entails changes in the individual's worldview'. They further challenge the assumption of homogenisation in asserting that: 'the US is not the model for global cultural change'. Similarly, Fangjun (2009:9) suggests that tradition and modernity may co-exist, wherein: 'traditional elements could well be used to exert positive effects on the drive toward modernisation'. Fangjun (2009:9) further queries the existence of 'single track evolution' in recognising different paths and models of modernisation.

Furthermore, Inglehart and Welzel (2009:5) recognise the role of history and 'path-dependent' socio-cultural change with Fangjun (2009) acknowledging the role of the external environment in shaping Southern development. Pieterse (2010:183) explores current modernisation debates indicating the rise of 'neo-modernisation' as comprising: 'a complex understanding of modernity and a revaluation of tradition'. In this respect, tradition is viewed more as a resource than a hindrance. The rise to prominence of globalisation, understood by Giddens (1990:64) as: 'the intensification of world-wide social relations which link distant localities' is further informing contemporary and post-modern debates. In this context, commentators including Burbules and Torres (2000) suggest that modernisation continues to endorse evolutionary assumptions concerned with standardisation and homogeneity.

Having identified modernisation's key constructs, this survey now turns to interrogating the implications of functionalist and evolutionary assumptions for development thinking and practice and more specifically the concept and practice of a partnership model.

2.6   Implications of a Modernisation Paradigm

While a contemporary modernisation paradigm has undergone revisions as identified by commentators including Inglehart and Welzel (2009) and Fangjun (2009), it is asserted that modernisation's traditional functional and evolutionary assumptions continue to pervade development thinking and practice (Escobar 1995; Kirby, 1997; Chambers, 1997; Crewe and Harrison, 1998, Tamas; 2004; Groves and Hinton, 2004; Rist, 2006 and Geyer and Rihani, 2010).

In this respect, a commitment to: 'development as evolutionary, technology as man-made, material gain as the driving force in 'economic rationality' and culture preserves innocence or holds people back' holds sway (Crewe and Harrison, 1998:26). The following discussion reviews the prominence and implications of a modernisation paradigm with a particular focus on the implications for North-South relationships and development goals. With these foci in mind, this debate is structured under headings that address the principal limitations of a modernisation paradigm; namely its neglect of structural inequity, the primacy of a neo-liberal political economy and its commitment to universal development goals underpinned by Northern knowledge and values. Accordingly, the following headings guide this exploration: the location of power and structure; the political economy of development and the nature of universal development goals.

2.6.1   The Location of Structure and Power

Modernisation approaches development: 'with the prevailing social and power relationships and the institutions in to which they are organised as the given framework for action' (Devetak, 2005: 160). To the neglect of structural conflict, power, lack of consensus and inequality, modernisation's principal implication is a focus on individual and socio-cultural change within cohesive and consensual economic, political and social structures. Early critiques of modernisation underpinned by critical thinking built on a Marxian political economy of exploitative capitalism. This approach highlights the existence of inequitable structures far from cohesion and equilibrium (Linklater, 2005). Marxist conceptualisations recognised the structural influence of history, power and latent interests in underdevelopment (Devetak, 2005: 155).

Dependency theorists including Frank (1967), Wallerstein (1974) and Amin (1974) proceeded to introduce an understanding of inequitable structures centred on: 'unequal exchange in world markets' (Linklater, 2005:123). Frank (1967) and Wallerstein (1974) identified international dependent relationships based on an oppressed periphery exploited by a dominant core. The flow of capital from the South to the North was viewed as the cause of underdevelopment. Frank (1967) further acknowledged colonialism and the historical grounding of underdevelopment. Critical and structural debates served to shift the blame for underdevelopment away from Southern socio-cultural values to structural causes underpinned by history and the functionings of inequitable global markets.

Contemporary debates exploring the nature of structural inequity include those outlined by Schurman (2009). Schurman (2009:846) supports the continued existence of a North-South power hierarchy with contemporary inequitable structures now incorporating: 'supranational institutions, multinational corporations, Non-Governmental Development Organisations and social movements'. In a similar vein, Robinson (2005:23) endorses critical globalisation, an understanding based on the existence of global predatory arrangements comprising a transnational state, transnational capital and a transnational capitalist elite serving to undermine national autonomy.

Payne and Phillips (2010:165) argue that globalisation has made distinguishing between developed and developing countries in accordance with nation state derived capitalist structures impossible. They present the existence of structural inequalities based not on nationality or geographic location but on the position of 'social groups' in a 'global social hierarchy'. Accordingly, inequitable global structures must be understood relationally rather than adhering to understandings underpinned by nationality and geography. This perspective prioritises an analysis of global structural inequality centred on the nature of power relations in enabling or impeding participation in the workings of a global economy.

The literature recognising the relevance of a relational analysis of structure includes debates by Kragelund (2011), McEwan and Mawdsley (2012) and Ferreira et al.(2014). Kragelund (2011) highlights an existing state of global economic flux when contending that the growing strength of emerging economies is shifting traditional North-South power relations. Kragelund (2011) identifies the increasing value of commodities and strengthened lending possibilities as advancing the autonomy of certain African countries and the political elite. Ferreira et al.(2014:5), while recognising continued poverty and crisis, suggests that Africa is a 'pre-emerging continent' that is underpinned by: 'high growth rates, young populations, diversified development financial flows and partnerships, as well as a stronger internal vision about its plans and interests'. In this respect, a commitment to structural inequity based on a reified North-South divide is increasingly challenged by global economic change.

Similar debates are asserted within the field of development aid. Xiaoyun and Carey (2014:4) suggest that rising powers including the BRICS (Brazil, Russia, India, China and South Africa) are reshaping global governance structures in supporting: 'a multi-polar system of global order'. Additionally, Xiaoyun and Carey (2014) illustrate how the BRICS, as emerging donors, are advancing South-South collaboration initiated outside of the OECD's Development Assistance Committee (DAC) frameworks. In this regard, the existence of a reified aid hierarchy determined by North-South distinctions is further challenged. Similarly, McEwan and Mawdsley (2012:1185) examine '(re)emerging' Southern development actors and their strengthening role in constructing agendas, challenging aid paradigms and shifting North-South development relationships. While McEwan and Mawdsley (2012:1) acknowledge that such advances have the potential to improve aid effectiveness, focus, strengthen Southern commitment and capacity and foster equitable development relations, the risk of co-opting: '(re)emerging donors into a depoliticised and ineffective aid system' is further asserted.

Structural understandings negate modernisation's focus on individual and socio-cultural transformation in favour of dismantling inequitable global structures. To this end, Marxian perspectives endorse development as a uni-directional and evolutionary process whereby: 'self-conscious politically motivated and self-organised groups of people' will eventually overturn inequitable capitalist structures in favour of equitable socialist economic planning, (Walby, 2003:5). Underdevelopment and dependency theorists in questioning the eventual evolution of a socialist system advocate the withdrawal of underdeveloped societies from the global capitalist system. Theorists including Amin (1985) propose that in delinking from an inequitable world system underdeveloped societies will prioritise their own internal development. Critical theorists including Robinson (2005) advance the role of autonomous states in diluting the hegemony of globalised predatory elites. Recent arguments by Pieterse (2010) suggest that societies cannot break from globalised processes supporting instead a critical engagement with globalisation's structures, neither breaking from nor supporting them. In a similar vein, Payne and Phillips (2010) advocate understanding and addressing the power relations facilitating and/or obstructing equitable participation in a globalised world economy.

The following section locates the conceptualisation and operationalisation of a partnership model within structural debates.

2.6.1.1 Partnership and Structure

Structural critiques of partnership assert that partnership serves to disguise and legitimise international intervention in sovereign states (Crawford, 2003). Echoing Payne and Phillips' (2010) concern with a relational analysis of structure, Crawford (2003) applies a radical analysis of power[10] to the use of a partnership model in Indonesian governance reform. He concludes that Northern partners use power to influence and shape Indonesian preferences in allowing international agencies to attend to their own agendas. Similarly, Riddell (2007) identifies the continued dominance of Northern agendas and a lack of will on behalf of Northern partners to relinquish this power and control. Both Riddell (2007) and McGarry and Riordan (2010) argue that North-South asymmetries, inherent in the voluntaristic and volatile nature of aid, limit the ability of Southern partners to commit to national planning and maintains Southern dependence on the whims of Northern partners.

Moreover, Whitfield and Fraser (2010) refer to structural power asymmetries in asserting that Southern financial dependency forces a reluctant acceptance of aid as a means of accessing finance. Whitfield and Fraser (2010) further highlight an unwillingness to risk political support in ensuring a continued acceptance of aid regardless of its relevance. Abrahamsen (2004) also explores power relations with respect to ownership and autonomy and within the context of partnership. She asserts that the receipt of development aid and foreign direct investment is dependent on the extent to which Southern partners prove their responsibility, effectiveness and efficiency, therefore partnership is conditionality by another name. Hartmann (2011) suggests that principles of country ownership become an additional burden for many Southern countries that lack the capacity to assert ownership and autonomy, further deepening the power divide.

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[10] Dahl (1957) identifies four key constituents of a power relation as including: base of power (the resources used to bring about influence); means of power (actions that can be taken to bring about influence); scope of power (specific actions taken to bring about influence) and amount of power (the extent of the influence). Lukes (1974) radical view of power goes further in advocating that power is also exercised: 'to shape the needs of others', contrary to their interests in (Lister, 2000:230).

O'Neill (2002) understands accountability and transparency as controlling mechanisms, which prioritise the 'paymaster' and are more concerned with control and self-protection than answering to society. Eade's (2007) structural assessment of capacity development concludes that the majority of initiatives are: 'ultimately about retaining power, rather than empowering partners'. The lack of reciprocity is relevant in this regard. In a similar vein, Kaplan (2000) argues that capacity development initiatives continue to prioritise the donor's agenda. Eade (2007) further identifies how a Southern dependence on Northern funding and the unwillingness of Northern funders to critically analyse and engage with Southern political, economic, social and cultural contexts is perpetuating North-South power imbalances.

Having outlined modernisation's neglect of structural inequity, this survey now turns to outline the implications of modernisation's assumptions for the political economy of development and for a partnership model conceived and practiced under these terms.

2.6.2 The Political Economy of Development

Early modernist understandings of economic development referred primarily to Rostow's (1960) 'Stages of Economic Growth' which concluded that all societies move through different phases of economic growth, culminating in societies characterised by mass-consumption (So, 1990). As a result, financial aid to underdeveloped societies was prioritised in advancing economic growth and mass-consumption. Kirby (1997), Rapely (2007) and Pieterse (2010) concur that early modernisation thinking endorsed economic wealth with Gross National Product (GNP) identified as a key indicator of a country's level of development. It was held that the benefits of increasing economic wealth would eventually trickle down to the economically vulnerable (Kirby, 1997; Rapely, 2007). With regard to the role of the state, early modernisation strategies supported an emphasis on state-led economic growth and industrialisation (Rapely, 2007).

Politically, and informed by the work of Smelser (1964) and Coleman (1968), modernisation was interpreted as a progressive process; fostering differentiation and secularisation and therefore a more effective and efficient political system (So, 1990). As outlined previously, modernisation was committed to the diffusion of universally valid principles. Accordingly, the agreement of different countries to internationally agreed treaties including the Universal Declaration of Human Rights (1948) was perceived as obligatory. The ethos of 'equality' was to the forefront of modernisation thinking reflected in the quote: 'equality is the ethos of modernity and the politics of modernisation is the quest for a realisation of equality'. Equality was endorsed as essential in ensuring 'universal adult citizenship', 'universalistic legal norms', 'equality of opportunity' and 'equality of participation' (So, 1990: 31). Additionally, early modernising processes advocated a commitment to the nation state which in Southern contexts were forming against the backdrop of de-colonisation. In this regard, citizenship was to be built on a national agenda rooted in the Constitution as opposed to affiliation based on religion, ethnicity and geography (Unterhalter, 2009).

Throughout the 1980s modernisation's political and economic assumptions underwent significant change whereby the role of the state in economic development was increasingly negated in favour of the market (Rapely, 2007). Global policies supporting structural adjustment, austerity and market liberalisation were implemented. Southern spending was monitored and restricted by international institutions including the International Monetary Fund (IMF) and the World Bank. Pieterse (1996) explains this period as the emergence of market-oriented globalism, underpinned by neo-liberal assumptions concerned with economic growth, structural reform, deregulation, liberalisation and privatisation. Today, the assumption that development equates with economic growth continues to prevail. Fourie (2013) outlines how rapid economic growth is a re-emerging priority for African countries including Ethiopia and Kenya and is a principal focus of international development frameworks. Rapely (2007:5) presents contemporary approaches to the role of the state in economic growth which prioritise the quality over the quantity of state intervention. In this regard, a 'localised', 'particularistic' and 'flexible' approach to the state is endorsed.

Furthermore, recent arguments by Inglehardt and Welzel's (2009:3) support the primacy of economic development in maintaining: 'important, roughly predictable, changes in society, culture and politics'. They refer to the post-modern political values fostered through economic development as including: 'freedom of expression', participative decision-making, 'political activism', 'environmental protection' and 'gender equality' (Ibid, 2009:7). Moreover, they contend that such values facilitate a trusting and tolerant culture and advance democracy and autonomy. In contrast, Inglehardt and Welzel (2009:3) identify hierarchical and centralised traditional societies primarily concerned with 'economic and physical security', 'conformist social norms' and underpinned by values based on: 'survival, achievement and bureaucratic authority'. In a similar vein, Abrahamsen (2004) and Barnes and Browne (2011:172) highlight a commitment to modernising neo-liberal political values supportive of independent citizens adopting responsibility for their own development.

In moving to critique modernisation's commitment to economic development, human development theoretical arguments are relevant. Human development theorist Sen (1999) introduced concepts of well-being and freedom in to the development debate, advocating 'human capabilities' or 'substantive freedoms' over an emphasis on 'opulence' and 'utility' (Clarke, 2005:1343). In this regard, an approach to development centred on material gain and resources over that of human well-being fails to acknowledge the individual's: capability to achieve 'valuable functionings' (Ibid, 2005:1345) and is therefore deficient. These arguments recognise human agency over modernisation's adherence to structural equilibrium and socio-cultural evolution. Sen (1999) advanced the adoption of development goals other than those of GNP including health, education and life expectancy; fostering a commitment to freedom, well-being and capacity[11]. Moreover, while Sen (1999:11) recognises the relevance of economic growth to development, social, economic, civil and political arrangements are equally prioritised.

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[11]The series of annual reports entitled Human Development Reports (HDRs) were first introduced in 1990. This report established a set of Human Development Indicator's (HDIs) including income, life expectancy and level of education, later including human liberty in (Rist, 2006).

More recently the Rights Based Approach (RBA) to development, incorporating principles of human rights, is recognised as building on human development critiques. Gready and Ensor (2005) argue that impoverishment and underdevelopment is a denial of human rights. Vizard et al. (2012:1) suggest that: 'the capability approach and human rights share a common motivation; their direct focus on the dignity and freedom of the individual'.

Post-development and post-colonial perspectives critique modernisation's adherence to the diffusion of universal economic, socio-cultural and political values including autonomy, self-expression, independence and individual responsibility as reflective of Northern dominance and control. Post-development theorists including Esteva (1992) and Escobar (1995), in recognising diverse meanings over universalism, conclude that notions of development and underdevelopment are essentially Northern constructions imposed on the South; development reflects a global Northern hegemony. Similarly, Tamas (2004:658) identifies: 'the historical superordination of a single discourse' with respect to understandings of development and underdevelopment and challenges the 'universal status of its knowledge'.

In a similar vein, post-colonial frameworks as supported by Said (1978) and Spivak (2004) posit that the concept of development is rooted in colonial discourse; depicting the North as advanced and progressive with the South as backward and primitive. Similar arguments are presented by Munck and O'Hearn (1999) in outlining how the North is presented as a 'civilizing force......the purveyor of justice and democracy' and is obliged to intervene in an uncivilised South (Ibid, 1999:147). Moreover, Kiely (1995) challenges the perception of Northern intervention in the South as primarily based on the pursuit of universal principles of justice and democracy suggesting instead that intervention is often informed by Northern foreign policy concerns. Kiely (1995) further argues that perceiving the North as holding a superior understanding of justice and democracy ignores conflict within Northern societies and between the North and the rest of the world, further negating diversity and agency.

In challenging the hegemony of Northern knowledge and understandings, post-development perspectives encourage the rejection of Northern development discourse in favour of endogenous discourse, grassroots movements, local knowledge, power and culture (Esteva, 1992; Escobar, 1995; Tamas, 2004). Rather than reject development outright, post-colonial theorists including Spivak (2004) support the reorganisation of inequitable power relations in enabling the excluded South to speak out. Post-colonial theory challenges Southern subordination, passivity and silencing and instead advocates their need to confront and challenge. Furthermore, development requires critical debate regarding the nature and implications of Northern knowledge and meanings and an analysis of our complicity (Kapoor, 2004).

The following section debates partnership conceptualised and practiced in alignment with modernisation's political and economic assumptions.

2.6.2.1 The Political Economy of Partnership

The literature debating the conceptualisation and implementation of 'participation' is useful when assessing the primacy of economic development and its implications for the adoption of an instrumental or functional approach to partnership. Cleaver (1999:598) outlines that when viewed as a philosophy, participation is a process of empowerment and equity working to enhance: 'the capacity of individuals to improve their own lives and facilitate social change to the advantage of disadvantaged or marginalised groups'. However, when interpreted solely as a means of ensuring economically efficient development interventions, participation is an effective technique; a method versus an approach, a process versus a product or a means versus an end. Fowler (2000:1) contends that the concept of partnership in development as originally conceived, no longer represents an attempt to foster solidarity between Northern and Southern NGDOs in pursuing structural transformation. Instead, he asserts that partnership is primarily concerned with advancing effective and efficient aid through enabling increased interaction between government, private business and NGDOs under existing unequal structures.

Similarly, Desai and Imrie (1998) critique the rise to prominence of a modernising managerialist approach within the field of development aid. They describe a framework supporting economic efficiency, a diminished state role, reduced public spending and a strengthened private sector as characteristic of a neo-liberal framework. Desai and Imrie (1998) conclude that the emphasis on accountability and transparency mechanisms is reflective of a neo-liberal concern with economic efficiency and the attainment of technical goals over contentious political issues. In this respect, development is interpreted as a managerial technique rather than as a liberating and empowering process. Chambers (1997), Fowler (2000) and Brehm (2004) concur that partnership has been primarily adopted as a means of ensuring the financial efficacy of development interventions. Abrahamsen (2004:1460) further asserts that partnership is used as a tool in perpetuating a neo-liberal agenda concerned with 'governing less'. In this respect, an emphasis on Southern ownership and autonomy serves to diminish support for development aid and prioritises Southern initiative therefore advancing the benefits of 'governing less'.

Abrahmsen (2004:1464) contends that partnership, in prioritising Southern ownership and autonomy, is merely advancing a commitment to universal neo-liberal goals and is committed to producing: 'modern and self-disciplined citizens and states by enlisting them as responsible agents in their own development'. Similarly, Barnes and Browne (2011:172) concur that a focus on Southern ownership is reflective of an attempt to force Southern countries to accept responsibility for their own development thereby reassuring the concerns of Northern tax payers with respect to 'welfare aid', 'corruption' and 'recipient ineffectiveness'. Similar arguments are applied to the concept of capacity development with Abrahamsen (2004:1462) contending that while capacity building initiatives are primarily presented by donors as 'technical transfers', they are instead political interventions: 'designed to produce particular modern subjects'. In this respect, capacity development is a useful strategy in enabling the South to adopt responsibility in practicing their freedom; it is: 'simultaneously empowering and disciplinary' constituting and regulating, 'the identities, behaviour and choices of their target countries' (Ibid, 2004:1462).

In line with Kiely's (1995) challenge to the assumption that Northern intervention in Southern contexts is predominantly informed by a commitment to justice and democracy, Whitfield and Fraser (2010) question Northern motivations and agendas with respect to Southern ownership and democracy, arguing that donor intervention in Southern processes is not necessarily reflective of or conducive to enabling democracy. Accordingly, Whitfield and Fraser (2010:343) argue for a strict understanding of ownership as: 'the degree of control recipient countries are able to secure over policy design and implementation' so as to limit donor interference and respect partner country sovereignty. Similarly, Riddell (2007) outlines that aid is underpinned by Northern political and commercial agendas as well as a concern with moral duty. He argues further that prioritising Northern agendas considerably reduces the developmental and humanitarian impacts of aid. Pomerantz (2004:129) explores trust in this context, concluding that a Northern concern with self-interested political and commercial agendas limits trust in North-South development relations; Southern partners are unsure as to whether Northern donors have their best interests to the forefront. She further outlines that Northern commercial and political concerns must be made more transparent in ensuring that they are not attained under the guise of development aid: 'a charade that hurts transparency and consequently undermines trust'.

The following section proceeds to document the implications of modernisation's commitment to universal development goals for development thinking and practice and partnership in this context.

2.6.3   Universal Development Goals

As outlined, a traditional modernisation paradigm adheres to universalist, evolutionary and linear assumptions concerned with: 'a Western model of development for the Third World' (Kirby, 1997:53). A universal knowledge base underpinned by Northern values and belief systems to be diffused to the South is supported (So, 1990). Post-development and post-colonial frameworks, as previously documented with regard to the imposition of neo-liberal socio-cultural, political and economic development values and goals, have critiqued modernisation's commitment to a universal value and belief system. Alternative and human development thinking also challenge the existence of a rational universal truth concerning the meanings and goals of development, supporting instead an understanding of development centred on diversity and agency (Pieterse, 1998).

In line with post-development and post-colonial thinking, alternative and human development perspectives acknowledge diverse development goals and the relevance of Southern world-views.

Alternative and human development debates outline the implications of adhering to a universal truth underpinned by Northern knowledge and values as including development strategies supported by universal blue-print solutions, a commitment to Northern led or expert planning and top-down managerial process that serve to neglect Southern empowerment and self-reliance (Chambers, 1997; Crewe and Harrison, 1998). Moreover, Southern perspectives and coping mechanisms are denigrated with asymmetrical, paternalistic and charitable motivations and attitudes maintained. Alternative thinkers, including Booth (1985), Long and Long (1992), Rahman (1993) and Chambers (1997) recognise the diversity of the development experience as incorporating multiple and sometimes incompatible realities. In this regard, Rahman (1993:213) argues that modernising development practice obstructs: 'the evolution of indigenous alternatives', whereby one's own truth is recovered with Ellerman (2005) supporting endogenous development in enabling and empowering Southern self-reliance. More recently, debates by Moyo (2009) argue that development aid perpetuates Southern dependence and obstructs the initiative of Southern development actors to recognise and build on local knowledge and practice.

Alternative and human development thinking prioritise individual agency, negating a modernisation and critical concern with structure. Chambers (1997) advocates people-centred development in recognising the: 'the power of personal choice' over an emphasis on history and structure (Ibid, 1997: 14). Theorists including Long (1992) assert that Southern development actors are not simply: 'passive recipients of intervention but active participants'; continually processing and strategising (Ibid, 1992: 21). In this context, power within the field of development relations is understood in terms of 'interactions', 'battles' and 'negotiations' whereby human actors are central in influencing actions and outcomes (Long, 1992:20). In addressing the whereabouts of power in development, Chambers (1997) asserts that modernising development practice perpetuates Northern dominance and further argues that the needs of poor Southern communities and individuals must come first over powerful Northern development professionals.

Human development frameworks also acknowledge human agency over structure in proposing that by enabling social opportunities: 'individuals can effectively shape their own destiny and help each other' (Sen, 1999:11). Power asymmetry is addressed in a human development support for democracy, freedom, participation and self-reliance thereby ensuring that the development agenda cannot only be centred on those in power (Sen, 1999; Nussbaum, 2000). In challenging power asymmetries the need to negotiate rather than impose change is advocated and reflected in the concept of 'deliberative democracy' (Habermas, 1996)[12], in (Cameron and Fairbrass, 2004:730). These assumptions challenge a focus on economic growth through globalised market economies, deregulation, liberalisation and privatisation prioritising instead an emphasis on democracy, civil society, human development and a developmental state (Pieterse, 2010).

In further exploring an alternative and human commitment to agency over structure and the location of power, Crewe and Harrison (1998) suggest that in maintaining dichotomised North-South categories and reifying power relations and structures accordingly, the view that nothing can change is perpetuated. They contend that development relations are not so simple as to easily distinguish between a development professional and a 'poor' community member. Instead they describe how: 'developers/recipients, local/non local, traditional/modern, expert/non expert, us/them all merge when explored in context' (Ibid: 1998:177). Furthermore, they explain how developers and recipients maintain friendships with personal and professional relationships intersecting and influencing power relations and decision-making in development. Similarly, commentators including Kiely (1995) argue that an overemphasis on the division of the world in to nation states, underdeveloped and developed, North and South and the reification of structures and power along those lines, negates both Southern and Northern diversity and power relations as well as conflict and inequity in both Southern and Northern contexts.

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[12] Habermas' (1996) concept of deliberative democracy interpreted democracy as a dynamic process requiring that political systems support the quality as well as the quantity of deliberation. Quantitative change incorporates change in terms of the numbers of people involved with qualitative change addressing the openness of communication and ability to influence outcomes. 'Communicative action' and 'the ideal speech situation' are relevant in this context in (Cameron and Fairbrass, 2004:739).

In recognition of the power of human agency commentators including Groves and Hinton (2004) and Mawdsley et al. (2005) endorse engaging with development in a relational manner. Individual agency recognises the importance of personal relations and in this context, trust and commitment play an essential role in relationship building which Groves and Hinton (2004) argue is missing from the development arena.

The following section now presents a critique of partnership centred on the primacy of human agency.

2.6.3.1 Partnership and Agency

Modernisation's commitment to universal development goals and the nature and implications of partnership within this context have been debated previously, with commentators including Esteva (1992) and Spivak (2004) challenging the spread of neo-liberal economic and political values as global values. In addressing the continued primacy of a universal truth, underpinned by Northern knowledge and values, Eade (2007) identifies the dominance of Northern knowledge within the capacity development process. In this context, capacity development is based on the assumption that the transfer of knowledge is a one-way process; concerned with Southern deficiencies. Similarly, the construction of partnership accountability mechanisms in accordance with Northern set standards does little to foster truth and learning (Owusu, 2004).

Booth (2011, 2013) addresses the neglect of diversity and agency within the sphere of ownership and autonomy. In this respect, he contends that technocratic planning processes dominate whereby international frameworks including the Paris Declaration (2005) are implemented as technical procedures, following a blueprint model. In a similar vein, Copestake and Williams (2012:1) draw attention to a prevailing understanding of development as the attainment of rational and scientific universal development goals, with development management implemented as a: 'planned, rational and above all controlled process'.

Similar arguments are applied to the capacity development process with Kaplan (2000) identifying the de-politicising aspects of capacity development processes concerned with technical as opposed to political understandings. Technical skill attainment facilitated through top-down managerial processes, is emphasised to the neglect of empowerment, innovation, social justice, reflection and democracy further reflecting the functional impetus of partnership debated previously. In this regard, modernising technocratic activities underpinned by universal and linear assumptions are neglectful of diverse Southern economic, political, social and cultural contexts and the influence of individual agency.

Hartmannn (2011) asserts the primacy of individual agency when arguing for the need to understand the motivations and incentives of development actors. In this regard, development processes including accountability and transparency mechanisms, must not be understood as simple issues of formality. Similarly, Whitfield and Frasier (2010) identify aid as negotiation pre-dominantly informed by the self-interested motivations of donors in pursuing their preferred agendas. Bruce Bueno de Mesquita et al. (2005) address motivations and incentives in Southern contexts and highlight how in some Southern autocracies those that intend to implement reform are more likely to be replaced, thereby losing their position to carry out reform. Such motivations and incentives will affect the extent to which development is a planned and rational process culminating in the attainment of pre-specified universal development goals. Hartmannn (2011) further identifies a lack of Northern knowledge and understanding concerning complex Southern motivations, incentives and contexts.

An alternative and human development commitment to individual agency recognises the relevance of capacity development in enabling a genuine partnership model. In this context, commentators including Hartmannn (2011) explain how North-South accountability mechanisms disregard Southern administrative capacity, resulting in the blame placed on ineffectiveness and inefficiency in Southern contexts as opposed to capacity constraints. Fox (2010) highlights the importance of a strengthened civil society in demanding transparency that is coupled with the power or capacity to sanction, echoing a human development concern with enabling political, social and economic arrangements.

Booth (2008, 2011; 2013) identifies the diversity of Southern contexts when indicating the prevalence of patronage based, clientelistic political systems in Sub-Saharan Africa. These debates echo arguments by Kiely (1995) which challenge a perception of the South as a unified force. Instead, a Southern wealthy elite, conflict, inequality, corruption, repression and exclusion are apparent in both Northern and Southern societies. Accordingly, Booth (2011, 2013) supports nuanced and informed North-South engagement over Northern heavy micro-management. This approach advocates the facilitation of Southern: 'political leadership, developmental vision and willingness to transform state structures' (Booth, 2008:2). In this context, a Northern adherence to technocratic processes enabling a 'complicit…hands off' approach to conflict and inequity in the South is negated (Ibid, 2008:2).

To review, critical, human and post-development critiques have been adopted to illustrate the primacy of a modernisation paradigm and its implications for global development and a partnership model. Modernisation's neglect of structural asymmetry, its perpetuation of a neo-liberal political economy and its commitment to Northern knowledge and values as universal is asserted in the literature as serving to maintain disempowering and unequal North-South relationships and a reliance on Northern devised development goals and strategies. In moving to the sphere of global educational development and a partnership model in this context, the paradigmatic debates underpinning education and educational development in the South, with specific reference to North-South educational partnerships, will now be presented. Critical, alternative, human and post-modern education theoretical frameworks are employed to interrogate North-South educational development relations and the nature of educational development goals.

2.7   Modernisation and Education

Commentators including Fagerlind and Saha (1983), Unterhalter (2009) and Aina (2009) concur that modernisation's functionalist and evolutionary assumptions were historically applied to education, including higher education development in the South. They further contend that the same framework is still adopted today. Accordingly, the key constructs of this framework are first outlined. Drudy and Lynch (1993) identify the principal constructs of a functionalist analysis of education as supporting education's contribution towards society's level of equilibrium or stability. In this regard, the allocative function of the education system involves selecting individuals for different types of occupation and regulating social mobility (Drudy and Lynch, 1993). Consensual structures are accepted, whereby a degree of social and economic inequality in society is recognised as inevitable and positively functional. Essentially, functionalist assumptions view education as relevant in contributing towards the development of cohesive, stable, rational and efficient modern societies underpinned by science and technology (Fagerlind and Saha, 1983). A concern with socio-cultural change is further apparent in assumptions recognising education's role as a socialising force; preparing students to become: 'citizens, workforce and community members' (Share and Tovey, 2003:1999). Education enables the diffusion of cultural values which facilitate social, political and economic development (Fagerlind and Saha, 1983).

As regards the teaching and learning concepts associated with a modernisation framework, Davis and Sumara (2012) and Yates (2007) outline how modernising constructs are primarily concerned with a behaviourist approach to teaching and learning. UNESCO (2005:32-33) describes a traditional behaviourist approach as emphasising: 'standardised, externally defined and controlled curricula, based on prescribed objectives and defined independently of the learner' with assessment defined as the: 'objective measurement of learned behaviour against pre-set assessment criteria'. The teacher is perceived as the expert, governing the learning process which is comprised of incremental tasks.

Contemporary modernising approaches to teaching and learning endorse strategies supportive of independent thinking focused on the production of democratic citizens (Biesta, 2006). In line with Inglehardt and Welzel's (2009) identification of post-modern values supporting democracy and autonomy, contemporary teaching and learning approaches advocate innovation, technology and internationalisation in transforming student-teacher relations and sharing educational knowledge and resources globally. King and Palmer (2013) further suggest that technological developments and increasing access to and availability of information are advancing learner-centred methodologies.

Having identified the principal assumptions of a functionalist analysis of education and its associated teaching and learning frameworks, the following section interrogates the implications of these assumptions for educational development, particularly higher and teacher education development in the South. Within this context, implications for teaching and learning methodologies and development education initiatives are explored with North-South educational partnerships further critiqued. This discussion uses critical, human and post-modern educational frameworks in outlining modernisation's implications for North-South educational development relationships and the construction of educational development goals. Headings addressing structure and power, the political economy of Southern educational development and universal educational development goals are adopted to frame this debate.

2.7.1   The Location of Structure and Power

Structural understandings of education endorsed by theorists such as Freire (1972), Bourdieu (1974) and Bowles and Gintis (1976) perceive education and its institutions as perpetuating inequitable capitalist structures therefore enabling rather than challenging elite oppression. Early critical theorists interpret education as a method of perpetuating a capitalist paradigm; advancing private property and individualism (Fagerlind and Saha, 1983). Bourdieu (1974) concurs in asserting that while education is functional in facilitating economic growth its contribution towards social and political equity is negligible.

Ball (1981:304) presents arguments supported by structural and dependency thinking which perceive educational development in the South as a strategy in maintaining Northern economic and political control. In this regard, educational development is a process of producing and reproducing: 'a modern educated indigenous elite' incorporating: 'indigenous peoples into the world market' and adhering to: 'the social and economic imperatives of the capitalist social order'. Educational development in the South is less a liberating process and more a perpetuation of global inequitable structures. Contemporary debates from critical theorists including Burbules and Torres (2000) and Applebaum and Robinson (2005: xiii) further document the rise of transnational educational organisations in creating a new global hegemony. Similarly, Klees (2001:111) refers to global educational development initiatives including EFA and the MDGs as demonstrative of this global hegemony, serving to restrict Southern participation and stifle 'critique, debate and alternatives'.

King (2013) further notes the changing nature of global processes and their implications for educational development. He identifies China's increasing support for training and human resource development to African countries as cementing the rise of South-South collaboration in educational development, further signifying shifting global processes as debated previously. King (2013) also addresses the risk that Chinese aid is motivated by a demand for natural resources; an aid for trade agenda. However, King (2013) questions this agenda in outlining a Chinese engagement with few African countries, a number of which are not resource rich. With respect to global processes in flux, Boeren (2014) contends that though African countries and universities are continuing to face the challenges associated with poverty and inequity, they are also strengthening and improving in tandem with strong growth rates for a number of African countries. In this regard, Boeren (2014:3-4) contends that African higher education institutions: 'may make strategic partners in the global knowledge networks that emerge' and that Africa itself: 'will be the economic partners of tomorrow, as has happened with the BRIC countries'.

Critical perspectives support a liberating approach to Southern educational development; 'conscientising' the oppressed as to the existence of inequitable structures (Freire, 1972; Bowles and Gintis, 1976). Fagerlind and Saha (1983) outline how a dependency framework advocates educational and curriculum reform which advances Southern development needs, nationalism and self-reliance. The role of the state is necessary in ensuring that education serves to advance egalitarianism over capitalism. Furthermore, Burbules and Torres (2000) support the role of the state in contextualising education to the local community, recognising local and national culture, advancing community control and challenging a global hegemonic order. Moreover, structural understandings endorse the critical role of the university in: 'posing fundamental questions about knowledge, about understanding, and about how new knowledge and understandings are created' (Samoff and Carrol, 2002:23). In essence, critical understandings emphasise educational development for structural change, reducing social and educational privilege in favour of an egalitarian society (Fagerlind and Saha, 1988).

In turning to concepts of teaching and learning, critical teaching and learning methodologies recognise active and participatory educational processes, whereby independent learning is facilitated as opposed to directed (Freire, 1972). Teaching and learning processes which enable 'consciousness' and a critical intervention in inequitable realities, thereby fostering social change are endorsed (Freire, 1972). As outlined in the introductory chapter, development and global education concerns inform Northern engagement in North-South educational partnerships. Bryan and Bracken (2011:15) present a structural analysis of Irish development education initiatives, indicating the pervasiveness of modernisation thinking and its neglect of inequitable global economic processes. Huckle (2002) similarly argues that an increasing use of terms such as global and interdependence within the sphere of development education, does little to explain the exploitative nature of such interdependent global relations.

Moreover, commentators including McGillicuddy (2011) document how charitable understandings permeate development education thinking and practice, contending that this approach often prioritises raising money in fixing poverty with little analysis given to the underlying causes of poverty and inequality. Within an Irish context, Regan (2007) and Gyoh (2009) identify the primacy of church based/missionary underpinnings as serving to maintain attitudes and values of charity and dependence supporting a: 'We have –They need; We give – They take' philosophy (Reagan: 2007: 10).

Van Rooy's (2000:312) identification of: 'the wider public discomfort with the political' and the implications for: 'loosing supporters' is relevant when debating the popularity of a structural approach to development education. As highlighted earlier, Irish teacher education institutions have been identified as conservative arenas comprising a student body that is predominantly female, rural and middle class (Dolan, 2008). Moreover, cultural and ethnic diversity is restricted by Irish language requirements and the primacy of the Catholic Church (Hyland, 2012). Campbell and Hourigan's (2008) study of Irish institutional cultures and the nature of development education illustrate that a Christian and missionary ethos and maintain an approach centred on personal and professional development as opposed to radical political activism. A study of a development education initiative comprising student teacher teaching practice placements in a developing country context, located in Mary Immaculate College, concluded that though such placements result in a varied and rich range of positive personal and professional impacts on student teachers including an increased engagement in development education as primary school teachers, a lack of critical engagement with global development issues so as to minimise a charitable and paternalistic framework was further identified (Baily et al. 2007).

The following section utilises similar structural arguments in interrogating the concept and practice of North-South educational partnership.

2.7.1.1 North-South Educational Partnership: Structure and Power

Commentators including Gutierrez (2008) critique structural asymmetry within North-South educational partnerships in asserting that global capital asymmetries maintain inequitable power asymmetries.

In a similar vein, critical voices including Klees (2001), Hoppers (1999:19) and Mugambi (1999:13-15) regard partnership within the field of educational development as 'pretence' and impossible to attain when: 'Africa's share of world trade is less than 2%'. King (2009:5) highlights how a gap in North-South resources, obvious in academic salaries, perpetuates asymmetry and negatively affects the ability of Southern partners to assert ownership. O'Keeffe (2006:5) identifies power imbalances and economic inequalities as negatively affecting Southern dignity: 'limiting genuine communication and interfering with the process of self-reflection'.

Moreover, commentators including King (2008) and Ellerman (2008) illustrate power asymmetries in outlining how Northern partners dominate the educational partnership process with respect to ownership, autonomy and capacity development. Within the context of US Aid funded partnerships, Koehn (2012:333) documents how Northern partners, as the funding providers: 'retain control and oversight in all financial and management aspects'. Koehn (2012) further acknowledges Northern dominance with respect to conceptualising partnership, setting the research agenda, planning activities, managing budgets, interpreting data and disseminating results. In this regard, Southern partners are primarily responsible for following instructions and gathering data as opposed to mutual knowledge sharing between equals.

This debate now turns to outline the implications of modernisation's political and economic assumptions for educational development and for a model of North-South educational partnership conceived and practiced under these terms.

2.7.2   The Political Economy of Educational Development

In keeping with a commitment to economic growth, early modernising strategies adopted an approach to educational development centred on the creation of a flexible and mobile labour force. The role of education in diffusing the attitudes and abilities that would enable the adjustment and adaptability required to advance economic growth and development was advocated (Fagerlind and Saha, 1983).

An approach to educational development centred on human capital theory[13] was emphasised. Aina (2009) highlights how these assumptions were also applied to the early modernisation of education in Southern societies. In this context, education was interpreted as necessary in developing the capacity to adjust and adapt to a colonial administration. In essence, educational goals embodied: 'the colonial mission of producing personnel to carry out the functions of colonial society' (Aina, 2009:31).

Moreover, initial modernising strategies viewed the state as playing a central role in educational development. The role of the state in driving the massification of education, understood as a necessary component in African economic growth was acknowledged (Unterhalter, 2009). Today, a reduction in the role of the state in higher education is endorsed whereby centralised higher education systems are viewed as limiting institutional autonomy and responsiveness to change (Bloom, Canning and Chan, 2006). However, Samoff and Carrol (2002:83) acknowledge a continued commitment to the primacy of the state in African universities: 'Universities in Africa were created as, and for the most part continue to be, public institutions under direct government control. That government role is likely to continue'. In an Irish context, White (2001:256) asserts that while higher education is primarily understood as the 'state's business', the international nature of the sector, an acceptance of its necessity in economic and social development and the influx of North American funding has served to ensure that higher education maintains a certain level of independence from the state (White, 2001). Moreover, White (2001) identifies the strength of Irish academia in preserving institutional autonomy.

Similarly, early modernising strategies endorsed the developmental role of the African university with respect to: 'attaining national goals of development and nation building' (Aina, 2009:31; Samoff and Carrol, 2002; Assie-Lumumba, 2006). Today, Furlong (2013) describes a continued commitment to the university's instrumental role in national development over a more critical role in questioning and challenging inequitable processes. White (2001) and Altbach et al.(2009) concur in highlighting an increasing focus on science, technology and research development as the overriding priorities of higher education in contributing to national development. Furthermore, Altbach et al.(2009) identify teaching and learning strategies as increasingly linked to the labour market.

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[13] Fagerlind and Saha (1983:17) outline how human capital theory supports that: 'the most efficient path to the national development of any society lies in the improvement of its population, that is, human capital'.

In this regard, teaching and learning should demonstrate that higher education is equipping human capital for a turbulent and increasingly innovative work place.

Aina (2009) documents the ascent of market driven economics, in Sub-Sahara African higher education contexts, as first demonstrated by the introduction of SAPs committed to reducing government spending in this sector. Moreover, a World Bank (1986) study of rates of return to investment for differing education sectors concluded that basic education was a more socially efficient investment. A funding shift to the basic education sector was cemented, to the detriment of higher education (McEvoy, 2010). However, the 1990s saw a renewed support for the developmental role of higher education with a particular emphasis on the knowledge economy, as outlined in the introductory chapter. Higher education was perceived as essential to national social and economic development (McEvoy, 2010). Contemporary debates detail the primacy of market economics in supporting an interpretation of higher education institutions as enterprising entities, required to produce revenue and cut costs against a backdrop of economic crises and funding shortages (Altbach et al.2009; Furlong, 2013). In an Irish context, this is evident in the National Strategy for Higher Education to 2030 (HEA, 2012) which recommends sustainable funding models for higher education institutions and a reduction in their reliance on the exchequer.

The role of higher education and its treatment as a public or private good is of relevance to this discussion. While traditionally higher education has been viewed as a public good: 'contributing to society by educating citizens, improving human capital, encouraging civil involvement, and boosting economic development', attitudes are currently shifting in favour of an interpretation of higher education as a private good, largely benefitting individuals (Altbach et al.2009:xii; Winch, 2012; Furlong, 2013). The rise of private higher education informed by such interpretations is further documented by Altbach et al.(2009) and Boeren and Holtland (2005). However, it is important to note that within an Irish context, White (2001) documents a continued support for higher education as a universal public good and refers to the abolishment of third level fees in this respect.

Human development thinking challenges a primary adherence to education's instrumental role in contributing to national development or GNP. In support of individual agency, capacity and empowerment human development thinking perceives education as a: 'constitutive component' of development, embodying educational processes as well as educational outcomes (Sen, 1999:5). Education is viewed not as a means to an end, shaping individuals or enhancing human capital for the purposes of development, but as a process of empowerment and autonomy (Nussbaum, 2000; Yates, 2007; Unterhalter, 2014). Unterhalter (2014) outlines contemporary human development understandings which perceive education as a basic human right, endorsing quality, equality and non-discrimination in this respect. Furlong (2013) explains a contemporary emphasis on the primacy of the market, the university as an enterprising institution, education as a private good and education's economic justification as demonstrative of a neo-liberal political and economic framework. Winch (2012) and Mason (2012) negate an approach concerned with value for money contending that education's personal, social, cultural and political benefits will emerge prior to economic returns. Furthermore, Mason (2012) suggests that such neo-liberal utilitarian assumptions support a neglect of those who are less able to contribute towards economic development. Furthermore, commercial concerns are asserted as conflicting with social, cultural and academic imperatives (Altbach et al.2009; Furlong, 2013).

Commentators, including Samoff and Carrol (2002) interpret the internationalisation agenda as a reflection of neo-liberal constructs advocating reduced public funding and a support for the global market place. Gaynor (2009) similarly argues that internationalisation's policies and strategies are predominantly focused on using fee-paying international students as a source of revenue and ensuring the competitiveness of Northern higher education systems, hence neglecting meaningful engagement with contemporary global issues. Lewin (2012) identifies the increasing cost of higher education and its interpretation as a private good as perpetuating inequitable access to higher education. In a similar vein, Boeren and Holtland (2005:15) assert that the current rise in privatisation is dividing Southern higher education system, increasingly characterised by wealthy private institutions operating in tandem with poorly financed public ones. They further imply that the increasing influence of market driven higher education increases the risk of low quality courses at high costs.

With respect to the influence of neo-liberal concerns for teaching, learning and development education frameworks, that global, development and inter-cultural education initiatives are predominantly perceived as instrumental in advancing global competitiveness over their role in fostering democratic processes is argued by commentators including Cameron and Fairbrass (2004:738). In contrast, human development understandings favour constructivist pedagogies that support diversity and democracy (Unterhalter, 2014). In line with Habermas' (1996) commitment to deliberative democracy, Bourn (2005, 2008) and Unterhalter (2014) endorse innovative and imaginative teaching, learning and global education frameworks, which, through deliberation and negotiation, empower and enable the learner to construct their own views and perspectives.

The following now turns to assess the literature interrogating the influence of modernisation's political and economic assumptions for North-South educational partnership.

2.7.2.1 The Political Economy of North-South Educational Partnership

Boeren (2008, 2014) asserts that the primacy of neo-liberal market driven concerns has embedded an internationalisation and partnership agenda concerned with the quality and competitiveness of Dutch higher education. Moreover, he documents how financial constraints are informing a focus on revenue generation and partnering with wealthier institutions over economically poorer Southern educational institutions. Boeren (2008:80) critiques this approach as overemphasising: 'short-term and parochial interests' to the neglect of 'open minded and long term visions of international collaborations between all parts of the world'.

Similarly, Boeren and Holtland (2005) and Boeren (2008, 2014) describe recent Dutch approaches to North-South educational partnerships as demonstrative of a concern with economic efficiency and value for money. Dutch donor agencies require that Southern higher education institutions first identify their needs in alignment with Dutch bilateral aid objectives. Potential partnerships are then advertised by EP-Nuffic, the expertise and service centre for internationalisation in Dutch education whereby interested universities, training organisations and consultancy firms submit tenders.

While this approach is endorsed as enhancing Southern ownership and autonomy and fostering competition among more varied Northern institutions resulting in increased value for money, its role in furthering a business-like approach to North-South educational partnerships is also apparent. Boeren and Holtland (2008:79-80) assert that this approach diminishes the role of Northern universities to 'service providers' providing 'short-term' and 'ad-hoc' technical assistance of a consultancy nature. Moreover, they illustrate its impact in reducing Northern commitment to, as well as interest in, long-term engagement in the development agenda.

In a similar vein, Verger and Novelli (2008:39) outline how a market derived emphasis on higher education quality and an emphasis on scientific research and publications in internationally refereed journals is restricting engagement in the development agenda, North-South partnerships and the production of development related research, all of which are regarded as time-consuming and not particularly career enhancing. Levesque (2008:75-76) concurs, in suggesting that: 'Time spent on building capacity can detract from the need to produce high quality internationally recognised research'. Levesque (2008:75-76) further contends that an emphasis on high quality research and the associated challenges of standards and publishing prioritises survival in a highly competitive market place that values outputs over critical reflection.

The following section now moves to document the implications of modernisation's commitment to universal development goals for educational development and North-South educational partnership in this context.

2.7.3   Universal Educational Development Goals

Modernisation's concern with socio-cultural change and universal evolutionary processes is evident in the literature documenting early approaches to Southern educational development. Ball (1981:302) describes how initial frameworks viewed Southern educational development as vital in: 'the re-socialisation of the population of developing countries'. In this respect, education served to transform traditional values, producing modern citizens to enable social, economic and political development (Fagerlind and Saha, 1983).

With respect to modern citizen's values, White (1996:19) describes characteristics of a colonial British approach to basic education as including an emphasis on Christian values and religious beliefs underpinned by a belief in education as striving towards 'truth and reason'. Ball (1981:307) further identifies an emphasis on 'adapted education' linked to policies of indirect rule. It was intended to: 'turn the African back towards a rural and tribal way of life' (Ibid, 1981:308), supporting instead a Western concern with capitalist and urban thinking (Fagerlind and Saha, 1988).

Samoff and Carrol (2002:7) assert that colonial higher education in an African context was primarily concerned with cultural and political transformation, so as to advance the 'adaptation' and 'assimilation' of 'African colonial subjects'. In this respect, the intention was not that African institutions should be regarded as equal to their European counterparts, instead: 'their main purpose being to control and shape social change in the colonies' (Ibid, 2002:7). With regard to political socialisation, Fagerlind and Saha (1983) and Unterhalter (2009) concur that early policies advocating the massification of education in developing countries were primarily supported as a means of ensuring citizen commitment to the state and establishing political consensus and conformity. Cameron and Fairbrass (2004) support that contemporary modernisation strategies continue to emphasise the role of education in diffusing universal socio-cultural and political values, values which currently support the production of independent individuals un-reliant on the state.

In exploring the primacy of Northern knowledge systems, Samoff and Carrol (2002) assert that initial modernising activities prioritised the transformation of traditional, inefficient and irrational Southern systems and institutions towards modern Northern systems built on science and technology, innovation, efficiency and rationality. White (1996:10-11) describes British colonial approaches to African educational development as comprising the introduction of formal systems incorporating school buildings, tables, chairs, books, teachers, and an emphasis on literacy, regular lessons, examinations and results. This contrasted with more informal African educational contexts incorporating authority figures, storytelling and apprenticeship, with particular value placed on community members including mothers, grandmothers, uncles and siblings as 'teachers'.

In turn, Aina (2009:25) asserts that early higher education development frameworks were driven by: 'ethnocentricity and teleology...privileging Northern institutional and knowledge forms, traditions and norms, and epistemologies'. Similarly, Brock (2012:27) and Samoff and Carrol (2002) concur that in awarding degrees, colonial authorities and their religious institutions controlled African higher and teacher education curriculums and teaching staff. Essentially: 'European universities set the standards to which African institutions were obliged to adhere' whereby African institutions were regarded as: 'a partial or defective copy of the metropolitan original' (Samoff and Carrol, 2002:7).

King and McGrath (2004), Mamdani (2007), Aina (2009:32) and Tshibembe (2011) argue that contemporary approaches to higher education development in the South continue to privilege Northern knowledge forms and neglect an engagement with the: 'vision, mission, and function of the university in Africa as a whole, and for individual African countries'. Brock (2012) refers to a continued colonial legacy in the field of teacher education whereby Northern countries govern the production and dissemination of educational knowledge with little attention paid to learning from the South. Lewin and Stuart (2003) report that African teacher education programmes primarily use Northern texts and research which are ill-suited to local cultures and experiences. As outlined, the value of African approaches to the education of their children, including local interpretations of teachers and teaching, was pre-dominantly disregarded throughout the colonial era. Brock (2012) suggests that the legacy of colonisation remains today whereby dominant Northern models, neglecting localised and holistic frameworks, prevail.

The location of global education forums and agreements within the context of universal meanings is further debated. It is accepted by commentators including Unterhalter (2009:7) that global frameworks, including EFA, suggest an attempt to support educational development situated within a country's: 'cultural, linguistic and spiritual heritage'. However, commentators including Verger and Novelli (2008) and King (2007) outline how such initiatives, primarily devised by multilateral agencies including the World Bank, UNICEF, UNESCO and UNDP, can serve to structure Southern educational policies in a direction imposed by economically dominant countries. Moreover, Verger and Novelli (2008:145-147) contend that such global agreements represent Northern control through 'conditionality', 'benchmarks' and 'indicators'.

Modernising educational development, underpinned by a commitment to Northern educational development goals as universal, is critiqued by human development and post-modern educational frameworks with respect to its neglect of diversity and individual agency. Echoing Kiley's (1995) and Booth's (2008, 20011, 2013) arguments outlined earlier, Southern contexts are not necessarily unified and may be characterised by conflict and power inequities. Assie-Lumumba (2006) identifies state dominance whereby the university has minimal autonomy and the state subsidises the 'right' people to attend university. Similarly, Mamdani (2008:5) explains that rather than a 'critical university' prioritising the development of critical inquiry, this concept has been used to disguise the persistence of: 'a counter-elite, whose critique sometimes veiled ambition' and how 'professors sounded like ministers-in-waiting and sometimes even presidents-in waiting…..their critique began to sound self-serving'. Diverse agendas and individual agency foster complex conflict and power relations, ill-suited to the imposition of universal agreements and objectives.

Within the context of teacher education, Lewin and Stuart (2003) highlight inequitable power asymmetries as limiting the autonomy of African teacher education institutions. TISSA (2007) further describe a controlling state which obstructs participation by key groups including parents, institutions, teachers unions, educational administrators and college lecturers in policy matters. Moreover, and as outlined previously, TISSA (2007) identifies research issues pertaining to access and discrimination outlining that only a privileged few are gaining access to research and an understanding of its significance.

The literature further contends that a neglect of individual agency and diverse agendas is informing an approach to educational development based on technical and managerial practices. Educational development is perceived as a linear, rationalistic and mechanical process, prioritising control and prescription and neglecting multiple and interdependent issues (Turner, 2013). Nordtviet (2010) outlines how evolutionary and linear thinking places the blame on Southern partners when educational development processes do not result in the intended outcomes. In this respect, human action is emphasised to the neglect of local and global institutions and systems. Nordtviet (2010) further contends that a concern with simple, isolated and linear educational development initiatives negates their holistic integration with interdependent factors including health, technology and ethnicity.

Gyoh (2009) highlights a lack of Southern world-views and presence in Irish development education initiatives as symptomatic of a commitment to Northern knowledge and values as universal. Similarly, Regan (2007:10) identifies a reliance on Irish clergy and volunteers as prioritising the perspectives of Irish NGOs, aid workers and missionaries. In this context, Regan (2007) indicates the elevation of Northern partners to the role of saviour coming to share their superior expertise. Similarly, Martin and Griffiths (2014), in their study of a global education initiative in the UK, debate the implications of universal meanings from a post-colonial perspective. They conclude that such initiatives including linkages, exchanges and partnerships can often serve to re-inforce rather than challenge stereotypes and inequality. Kapoor's (2004:641) work concerning post-colonial pedagogy argues against the maintenance of a Northern way of knowing, whereby Northern prejudices ensure a perception of ourselves as better. However, it is important to note Smith's (2004) contention that the work of development NGOs comprises competing contractions including the need to assert their expertise while also recognising Southern knowledge and expertise.

The following now turns to debate the location of universal meanings within the context of North-South educational partnership.

2.7.3.1 North-South Educational Partnership and Universal Meanings

King (2009:44) asserts that: 'the assumption about academic symmetry in the link partnership may be hopelessly unrealistic' due to a concern with replicating and internalising Northern knowledge and expertise. Moreover, he explains that a continued focus on Southern capacity development results in Northern partners adopting primary responsibility for research planning, design and monitoring, essentially acting as research advisors and managers. Boeren and Holtland (2005) and Boeren (2008) explore a reliance on Northern knowledge and expertise and explain that North-South educational partnerships, when funded by overseas development departments, are primarily charged with identifying links between funding and Southern outcomes. The increasing role played by Northern taxpayers in demanding financial and outcome accountability is highlighted in this context.

Furthermore, and as outlined in the introductory chapter, overseas development departments are less inclined to use funding in the enhancement of Northern educational outcomes. Accordingly, a focus on mutual knowledge sharing that recognises and values Southern knowledge and expertise is obstructed.

As discussed, Kiely (2014, 1995:147) asserts that a modernising commitment to Northern values and knowledge systems as both universal and superior maintains a perception of the North as a civilising force: 'purveyors of freedom and justice', thereby supporting their 'divine right' to intervene in sovereign Southern nations. Within the context of North-South educational partnership, Martin (2008:74) similarly reports how Southern partners are often portrayed as self-interested: 'distanced from purely educational concerns by political in-fighting' in contrast to the altruistic and empowering intentions of Northern partners. Martin (2008:74) argues that: 'Donors do not stand outside history and politics as disinterested empowering agencies' and his study identifies the conflicts and self-interested power struggles of Northern partners.

As discussed previously, modernisation's commitment to universal meanings neglects individual agency and power thereby discounting human motivations, behaviour and actions (Long, 1992). Haberman (2008:37) identifies 'hidden agendas' within the context of North-South research partnerships relating to the professional and commercial agendas of Northern partners. In an associated vein, Kiely (1995) and Whitfield and Fraser (2010) challenge the assumption that Northern aid and intervention is primarily informed by Northern agendas concerned with justice and democracy in acknowledging the influence of Northern strategic motivations. Riddell (2007) contends that aid which is primarily underpinned by Northern interests obstructs the attainment of developmental outcomes. Moreover, Pomerantz (2004:129) outlines how a lack of transparency concerning Northern strategic motivations diminishes trust within the North-South aid relationship: 'since those closest to the situation are not fooled'. However, Boeren and Holtland (2005) concur that the developmental needs of all institutional stakeholders in a North-South educational partnership must be regarded as legitimate so as to support mutuality over a one-way aid relationship, emphasising transparency and open debate in this respect.

Boeren and Holtland (2005:29) debate Northern intervention in diverse Southern educational contexts, suggesting that Northern set conditions and modalities can be of benefit in providing a: 'positive stimulus for action, reaction and change' as well as serving as: 'an excuse for unpopular policies or as a way to avoid political conflicts'. Furthermore, they contend that Southern partners often lack the capacity to accept the responsibilities of ownership, echoing previous arguments by Hartmann. (2011). Boeren and Holtland (2005) support Northern intervention based on a nuanced understanding of diverse Southern political, economic, social and cultural contexts. Similarly, King (2009) argues that understanding Southern contexts is essential, and highlights the limited time partnerships provide for Northern academics to spend in Southern institutions, thereby diminishing their understanding of Southern academic research environments and institutional cultures.

To review, this section documented the historical and contemporary paradigms informing the concept and practice of educational development and in turn the concept and practice of North-South educational partnership. This review used critical, human and post-modern education frameworks in illustrating the primacy of a modernisation paradigm and its implications for educational development in the South and North-South educational partnership. Modernisation's neglect of structural asymmetry, its perpetuation of a neo-liberal political economy and its commitment to Northern knowledge and values as universal has been identified as perpetuating disempowering and unequal North-South relationships and a reliance on Northern devised development goals and strategies.

2.8   Conclusion

This survey set out to develop the context and locate this study within existing debates. In doing so dynamic economic, social and political Zambian, Ugandan and Lesothan contexts have been outlined, comprising increasing economic growth along with rising inequality, reducing aid dependence, democracy and corruption concerns. Though Ireland has been characterised by economic crises including drastic reductions in economic growth, it still maintains a HDI almost double that of Zambia, Uganda and Lesotho.

The assumptions, understandings and practices of development and educational development as rooted in modernising constructs have been further identified. The implications of these constructs for development and educational development practice including North-South educational partnerships include the maintenance of inequitable and disempowering North-South relationships and the primacy of development goals underpinned by Northern meanings and values. The following chapter now turns to presenting a guiding conceptual framework which addresses both the limitations and possibilities of modernisation, critical, human and post-modern development and education paradigms.

Chapter 3: Conceptual Framework

Chapter 3: Conceptualising Development, Education and North-South Educational Partnership

3.0   Introduction

The purpose of this chapter is to clarify and discuss the conceptual framework underpinning this study. Accordingly, the complex adaptive systems conceptual framework adopted is introduced and its principal attributes outlined. The relevance of a complex adaptive systems' paradigm is further presented, as based on the limitations of modernisation, critical, human and post-development and education theoretical frameworks. Meanings of development and education from a complex adaptive system perspective are then discussed. Finally, this chapter presents partnerships between Irish, Lesothan, Ugandan and Zambian educational institutions as complex and adaptive social systems.

3.1   The Nature of a Complex Adaptive System

Innes (1999), Urry (2005) and Geyer and Rihani (2010) outline how complexity thinking first emerged in the physical and biotic sciences. With respect to the physical world, Geyer and Rihani (2010: 16–18) outline how weather patterns, fluid dynamics and Boolean networks were described as complex and adaptive systems[14]. Biotic systems[15] are explained as including human beings (Geyer and Rihani, 2010: 18-20). Morgan (2005:7) identifies natural, technical and human systems as complex and adaptive with human systems cited as incorporating families, organisations, networks, partnerships and consortia.

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[14] Recommended reading concerning complexity in the physical sciences include: Gell-Man, M. (1994) *The Quark and the Jaguar*, Boston MA: Little Brown. Gleick, J. (1987) *Chaos,* London:Sphere. Nicolis, G. and Prigogine, I. (1989) *Exploring Complexity*, New York: W.H. Freeman. Holland, J. (2000) *Emergence: From Chaos to Order*, Oxford:Oxford University Press. Prigogine, I. (1997) *The End of Certainty: Time, Chaos, and the New Laws of Nature*. New York: Free Press.

[15] Recommended reading concerning complexity in the biological sciences include: Ludwig von Bertalanffy (1968) *Organismic Psychology and Systems Theory,* MA: Clarke University Press. Maturana, H. R. and Varela, F. J. (1987). *The Tree of Knowledge: The Biological Roots of Human Understanding*, London: Shambhala. Kaufmann, S. (1995). *At Home in the Universe: The Search for Laws of Self-Organisation and Complexity*, London: Viking.

Ramalingam et al. (2008:2) refer to social, political and economic phenomena including education policy, global energy policy, government policy, community development, international relations and development aid as complex adaptive systems. Haggis (2008:166) highlights Holland's (2000) conceptualisation of a city as a complex adaptive system. Within the sphere of sociological theory, the concept of a social system is identified and understood: at the level of capital (Marx, 1954), either global (Wallerstein, 1974) or national (Jessop, 1990); a society (Durkheim, 1984; Parsons, 1951), especially nation states (Giddens, 1984, 1990) and world religion (Weber, 1958) in (Walby, 2003:10). Walby (2007) describes social systems including the economy, polity and civil society and social relations including class, gender and ethnicity as complex adaptive systems.

This research is concerned with development, education and partnerships between Irish, Lesothan, Ugandan and Zambian educational institutions as complex and adaptive 'social' systems. In line with Walby's (2003, 2007, 2009) assertions and as discussed in the literature survey, this research rejects a Parsonian systems perspective which is concerned with equilibrating structures based on cohesive and consensually held norms. As also discussed in the literature review, this study challenges Marxian and Wallerstein's conceptualisations of a system which is concerned with inequalities based only on class or core/periphery distinctions. Furthermore, this study discounts the linear and reductionist dictates that feature strongly in both Parsonian and Marxian conceptualisations (Walby, 2003, 2007, 2009). Such conceptualisations view social systems as orderly and predictable: 'driven by observable and immutable laws' (Geyer and Rihani, 2010:20). For both Parsonian and Marxian perspectives, society is evolving to an end state.

Based on the limitations of Parsonian and Marxian perspectives, a revision of the concept of system which utilises complex and adaptive constructs has emerged in social theory (Byran, 1998; Cilliers, 1998; Walby, 2003, 2007, 2009; Urry; 2003, 2005). Contemporary systems thinking, underpinned by complexity constructs, incorporates key revisions regarding the nature of a system, the nature of change and the nature of agency. These revisions will be outlined in alignment with Ramalingam et al.' (2008) presentation of the key features of a complex adaptive system.

3.1.1 The System: Interdependence, Feedback and Emergence

A complex and adaptive social system is understood as comprising multiple interconnected and interdependent elements and processes (Ramalingam et al. 2008:9). As regards the nature of these interdependencies, complex social systems may be understood as comprising nested hierarchies or levels demonstrated in Marxian class distinctions and Wallerstein's core/periphery distinctions. Ramalingam et al. (2008) refer to system hierarchies as reflective of sub-systems within an overall system, underpinned by hierarchies of scale. Davis and Sumara (2012) suggest a pragmatic understanding of interdependent relationships within the education system combining notions of nested, co-entangled and de-centralised networks.

Building on the work of von Bertalanffy (1968), Cilliers (1998), Urry (2003, 2005) and Walby (2003, 2007, 2009) distinguish between the system and environment. In this respect, the system is: 'open, porous and weblike' embodying an internal system with interdependent internal interactions and interactions with its external environment, which is also defined as a complex adaptive system (Walby, 2009:68). Similarly, Kuhn (2007:169) observes that complexity thinking: 'does not so much emphasise discrete systems as it does free flowing processes and transient, contingent entity formation'. Moreover, Walby (2003:17, 2007, 2009) contends that systems do not 'neatly overlap' or saturate their environment; documenting the varied: 'temporal and spatial reaches of economic, political and cultural systems'.

In distinguishing between a system and its environment, fluid and mutual interdependence is observed rather than rigid hierarchal relationships. Traditional perceptions of nested or subordinated elements within systems are then conceptualised as separate systems. Walby (2003, 2007, 2009) argues that this differentiation is vital in addressing the limitations of both Parsonian and Marxian perspectives as it: 'enables us both to keep the notion of system and the notion of systematic inter-relatedness, while yet not pre-specifying in a rigid [and deterministic] way the nature of these inter-connections' (Ibid, 2007:7). That each social system takes all other systems as its environment discounts a reductionist Parsonian analysis whereby the parts of a system make up the whole. Furthermore, a Marxian concern with a 'base superstructure' hierarchy driven by class is rejected in favour of the intersection of multiple complex inequalities, including those relating to gender, ethnicities, nation and religion (Walby, 2003:7, 2007, 2009).

Related to interdependence is the concept of feedback. Complex and adaptive social systems are underpinned by both 'negative' and 'positive' feedback (Jervis, 1997; Ramalingam et al.2008). Following deviation, negative feedback will return a system to equilibrium whereas positive feedback moves the system forward beyond equilibrium (Arthur, 1989) in (Walby, 2007). Feedback serves to re-inforce or amplify thereby refuting a Parsonian concern with self-equilibration based on the notion of a return to equilibrium in alignment with a negative feedback loop (Walby, 2007, 2009). Positive feedback serves to accelerate change and results in changes to system configuration (Heylighen, 2001). Ramalingam et al. (2008:16) explain disregarded feedback as feedback which is not: 'acted upon despite the fact that it is perceived'.

Emergence is associated with concepts of interdependence and feedback. Emergence implies that the characteristics, behaviours and structures of social complex adaptive systems emerge from the simple rules of interaction (Urry, 2003, 2005; Ramalingam et al.2008:20; Geyer and Rihani, 2010). Macro structures are emergent from complex micro interactions which are governed by local rules (Urry 2003, 2005; Geyer and Rihani, 2010). Walby (2003:10) outlines how the concept of emergence links individual, structure and system, supporting the: 'simultaneous existence of each level'. Walby (2003:20) also identifies emergence as comprising an understanding of both individual and social structure: 'that does not deny the significance of the self-reflexivity of the human subject while yet theorising changes in the social totality'. Interdependent elements and dimensions combined with both positive and negative feedback give rise to complex characteristics, behaviours and structures. Emergent properties are irreducible to its parts and are more than the sum of the whole; they are the result of complex interactions between multiple actors (Ramalingam et al.2008).

3.1.2 The System and Change: Non-Linearity, Sensitivity to Initial Conditions and Path-Dependence

Clear causal relations may not be simplified in complex and adaptive social systems due to interdependence and multiple influences (Jervis, 1997). In this regard, change is dynamic, non-linear and unpredictable. Ramaligam et al. (2008) describe complex systems as sensitive to their initial conditions in that differences in any aspect of a complex system can result in varied trajectories.

Moreover, historical processes influence the future direction of a complex adaptive system. Walby (2007:463) outlines how small events may lead to: 'path-dependent trajectories'. Path-dependence is explained as a process whereby certain paths become locked in through: 'the shaping of rewards, power, opportunity and knowledge' (Walby, 2007:465). It is acknowledged that while alternative paths are possible, once an alternative gains the upper hand it restricts the potential of alternatives. The concept of path dependence challenges both universalism and equilibrating social structures (Geyer and Rihani, 2010).

Geyer and Rihani (2010:38-39) and Ramalingam et al.(2008) identify the term 'attractors' as describing the long-term behaviour or the emergent 'patterns' and structures of a system. While systems may follow a regular pattern for a certain period, change is possible. Through the process of positive feedback, small deviations in a complex adaptive system can produce substantial effects (Jervis, 1997). The concept of bi-furcation is relevant in this context as it implies that dominant patterns and trajectories can be disrupted in favour of new ones (Morgan, 2005; Walby, 2003, 2007, 2009; Geyer and Rihani, 2010). Complex adaptive systems are always in movement, undergoing continuous change and are therefore described as 'far from equilibrium' or embodying 'unending turbulence' (Ramalingam et al.2008:39). While patterns may be identified, structures and order are continually emerging (Rihani and Geyer, 2001; Rihani, 2002, 2005; Urry, 2003, 2005; Geyer and Rihani, 2010).

3.1.3   Agency: Adaptive Agents, Self-organisation and Co-evolution

Ramalingam (2013: 142) describes adaptive agents, within complex adaptive systems, as possessing the ability to: 'perceive the system around them and act on these perceptions'. Adaptive agents influence and are influenced by the system (Ramalingam et al. 2008). In exploring adaptive agents and the location of power, Ramalingam et al. (2008:49) highlight how: 'certain agents may act in order to withhold or suppress the adaptive capacities of others'. Self-organisation, related to the concept of emergence previously outlined, refers to a process whereby interacting adaptive agents produce a new order (Ramalingam, 2013). Walby (2009:51) refers to emerging, self-organising and self-reproducing social systems when outlining how the social system is produced by its components and, in turn, produces those components; it is autopietec. Geyer and Rihani (2010: 29) indicate the importance of local rules in enabling a system to attain stable self-organisation.

With respect to power, Ramalingam et al. (2008:52) support amassing power in unlocking resources claimed by the 'status quo'. Co-evolution is a key concept within complex and adaptive social systems. Prior to explaining co-evolution, it is necessary to describe meanings of evolution informed by complexity constructs. Evolution, within a complex and adaptive social system, is understood as: 'a sequence of states in time rather than a sequential movement through time' (Rosen, 1991) in Ramalingam et al. (2008:27). In contrast to an orderly evolutionary logic, Geyer and Rihani (2010:44) refer to Coveney and Highfield (1995) when explaining that: 'evolution is not about finding the final order or 'way' but a continual search for and evolution towards the next broad range of 'good enough' ways'. Walby (2007:463) outlines that systems and adaptive agents co-evolve and mutually adapt. Co-evolution changes both the environment and the agent. This limits a one-way direction of causality whereby one entity acts on another in accordance with simple hierarchical and nested relationships.

Geyer and Rihani (2010: 42) and Walby (2009) use the concept of a 'fitness landscape' when explaining how the environment or landscape faced by each system is altered in tandem with changes in the systems that constitute that landscape. Accordingly, the fitness of an organism is not only dependent: 'on its intrinsic characteristics, but also on its interaction with its environment' (Ramalingam et al.2008:54). Concepts of co-evolution and fitness landscapes recognise mutual impact and therefore a more nuanced understanding of change. In exploring power in this context, agents and the system can co-evolve to maintain the status quo as highlighted with respect to path dependency (Walby, 2007). Additionally, adaptive agents may use negative or masked feedback to perpetuate a homeostatic system (Ramalingam et al.2013).

Having identified social systems as complex and adaptive and having outlined key attributes in this respect, the following section proceeds to document the impetus behind the adoption of a complexity conceptual framework.

3.2   Rationale

The literature surveyed has explored the prevalence and implications of a modernisation paradigm within both development and educational development, utilising critical, alternative, human and post- modern development and education conceptual arguments.

This section will assess the limitations of these conceptual arguments with respect to structure, agency and universalism and in doing so the relevance of a complexity paradigm is identified.

3.2.1 Structure and Agency

As outlined, a critical framework is primarily concerned with structural inequality and its relationship to understandings of development, education and North-South educational partnership.   The existence of inequitable societal structures, underpinned by global capitalism, global inequitable markets and the nation state as well as core and periphery distinctions, is asserted as hindering the development of Southern societies and perpetuated by education and its institutions (Frank, 1967; Freire, 1972; Bourdieu, 1974; Amin, 1974; Wallerstein, 1974; Bowles and Gintis, 1976; Burbules and Torrence, 2000; Huckle, 2002; Devetak, 2005; Linklater, 2005; Robinson, 2005; Schurman, 2009; Bryan and Bracken, 2011).   More recently, an understanding of global structures based on a global social hierarchy which facilitates or blocks participation in 'production networks' is argued (Payne and Phillips, 2010:167). Revolution, withdrawal, delinking and/or a critical engagement with inequitable global structures and power relations is advocated in enabling Southern development (Amin, 1985; Gutierrez, 2008; Schurman, 2009; Pieterse, 2010). Educational and curriculum reform which prioritises Southern development needs and advances a national state role in contextualising education to local communities is advocated in challenging hegemonic educational processes (Burbules and Torrence; 2000; Klees, 2001; Robinson, 2005; McGrath and King, 2004; King, 2007; Verger and Novelli, 2008).

The primary challenge to locating development, education and North-South educational partnership within a structural framework is its neglect of the role of individual agency (Long, 1992; Chambers, 1997; Sen, 1999; Unterhalter 2009). Critical frameworks are necessary in challenging structural asymmetry including the dominant and oppressive role of the North. However, a view of power as located only in structures of domination negates the role of individual agency in constructing global structures (Urry, 2003, 2005; Walby, 2003, 2007, 2009; Geyer and Rihanni, 2010).

Moreover, viewing underdevelopment solely in terms of Northern imperialistic structures denies the influence of Southern agency in determining their own history (Kiely, 1995). Similarly, Ball (1981:306) identifies a structural: 'neglect of individual aspirations in the shaping and growth of educational provision in developing societies' pressing instead for a focus on how Southern educational institutions support and reproduce forms of resistance. Ball (1981:309) asserts the limitations of viewing education: 'either as an agency of international capitalism or as a forcing house for revolutionary consciousness raising' as a narrow and closed perspective.

Structures based solely on North-South distinctions omit diversity in Northern and Southern societies, over-emphasising nation states and ignoring the conflict that occurs within nations (Kiely, 1995). Structural understandings which prioritise re-distributing wealth according to a North-South divide do little to address inequalities in the North or challenge the wealthy elite of Southern societies. Furthermore, while Northern elites may hold the power, Ball (1981) and Kiely (1995) argue that implications for Southern societies are not uniform. As outlined in the literature survey, the global political economy is in flux therefore making North-South distinctions increasingly inappropriate in capturing global inequalities (Walby, 2003, 2007, 2009; Urry, 2003, 2005; Payne and Phillips, 2010; Kragelund; 2011; McEwan and Mawdsley, 2012; Ferreira et al. 2014; Xiaoyun and Carey, 2014). Of relevance to this exploration is the notion of a nation state. While Schurman (2009) continues to support the existence of nation states he also identifies how globalisation is argued as heralding the end of the modern age and the nation state, therefore heralding the demise of development studies. In recognition of globalisation's implications, commentators including Urry (2003, 2005) and Payne and Phillips (2010) support terms including global networks and global social hierarchies thereby replacing the notion of a reified nation state.

With respect to the role of agency in development, human development and education understandings are vital in terms of placing people and individual agency centre stage; demanding development and education processes that prioritise individual needs and aspirations in tandem with social and political development. Similarly, Groves and Hinton (2004) emphasise the need to understand the position and power of individual actors within the system; their motivations and the choices they make. However, commentators including Kapoor (2004) argue that participatory and human development approaches are meaningless without first dismantling globalised structures of domination.

Munck and O'Hearn (1999) contend that a primary focus on the individual fails to address the role of societal power. O'Hearn (2009) challenges a focus on individual agency and human development that disregards unjust economic processes and global powers over which the individual has little or no control.

3.2.2 Universal Meanings

Human and post-modern arguments challenge the existence of a universal truth and the resulting primacy of universal development goals based on Northern meanings and values (Said 1978; Esteva, 1992; Escobar, 1995; Rahnema 1997; Sen, 1999; Nussbaum, 2000; Kapoor, 2004; Tamas, 2004; Biesta, 2006; Andreotti, 2006; Unterhalter, 2014). Acknowledging diverse realities is relevant in challenging the imposition of abstract frameworks in differing contexts and in questioning Northern hegemony. However, a post-modern paradigm can serve to contradict development and educational development activity, whereby some acceptance of universalism is necessary in challenging oppression, exploitation and inequity.

Nussbaum (1992: 212) in (Kiely, 1995:156) contends that: 'To give up on normative accounts, is to turn things over to the free play of forces in a world situation where social forces affecting the lives of women, minorities and the poor are rarely benign'. Within the sphere of education, Mason (2008a:18) argues that post-modern approaches have maintained a distrust of 'principles and solutions that have practical and normative reach across all such contexts'. He argues that such assumptions permit a 'false modesty' on behalf of Northern donors, 'enabling reticence on their part in demanding more moral accountability with regard to the spending of budgetary support' (Ibid, 2008:19). Mason (2008a:19) supports an insistence on universal ideals with respect to issues including corruption and asserts that if this represents a: 'skewing of power relationships', it is necessary in ensuring the vulnerable are prioritised. Similarly, Kiely (1995) endorses a recognition of the needs of Southern citizens over the needs of corrupt, self-serving and repressive Southern governments.

While critical voices question whether unjust and exploitative Northern societies have the right to impose their values and ideals on another, dismissing Northern actions as inherently wrong restricts the potential for alternatives (Kiely, 1995). In emphasising the indignity of representing others Pieterse (2010:117) contends that post-development assumptions imply a 'political agnosticism' and a support for the status quo. Furthermore, understanding all local norms and rules as good obstructs critical scrutiny (Munck and O'Hearn, 1999). Storey (2000:42) contends that endogenous movements and 'non Western communities' are not necessarily anti-authoritarian and democratic with some movements being criticised for practising social exclusion and racism. In a similar vein and within the context of development education, Cohen (2001:181) asserts the importance of acknowledging the existence of extreme poverty in the South and the destructive impacts that this entails. The 'anti denial' role played by the church, the state and NGDOs is noted in this regard.

A complexity paradigm in recognising individual agency, structural asymmetry and differing development paths addresses the limitation of critical, alternative, human and post-modern development and education frameworks. The following proceeds to discuss understandings of development and education as informed by complexity constructs.

3.3   Development as a Complex Adaptive System

Discussions concerning development as a complex adaptive system have recently risen in prominence (Jervis, 1997; Rihani and Geyer, 2001; Rihani, 2002, 2005; Groves and Hinton, 2004, Eyben, 2004, 2008; Chambers and Pettit, 2004; Morgan, 2005; Fowler, 2008a, 2008b; Ramalingam et al.2008; Geyer and Rihani, 2010; Hauck and Land, 2011; Booth, 2008, 2011, 2013; Ramalingam, 2013). Definitions of development as a complex adaptive system include Rihani's (2005:55) description of development as: 'driven by local interactions between people as groups and individuals, under the acceptance of appropriate rules and institutions…..which does not require external persuasion or compulsion'.

Rihani (2005:55) describes development as: 'an open ended evolving process' rather than a: 'sprint to a preordained destination'. Similarly, Ramalingham et al. (2008:65) assert that: 'development is a complex adaptive process, it is highly local, particular, context bound, time-specific, path-dependent'. Groves and Hinton (2004) further support development as an emergent process resulting from the interplay between rules and development actors.

The following section discusses the nature of structure, agency and universalism in development thinking as aligned with complexity constructs.

3.3.1 Structure and Agency

Walby (2009:46-47) outlines how: 'Global processes make it clear that there are no neatly bounded, hermetically sealed 'societies' but rather there are inter-connections across national boundaries'. Ramalingam et al. (2008:9) describes the global development system as characterised by multiple interconnected and interdependent relationships between: 'individuals, communities, institutions, nations and groups of nations, rather than an aggregate of static entities'. In recognising interdependent relationships between economic development, health, education and human rights, Rihani (2005:56) rejects an overriding concern with economic development, favouring instead a holistic focus on: 'civil society, democracy, institutional reforms.....health, education, nutrition, clean water and good sanitation' as interrelated aspects of development. Walby (2003:8) acknowledges the differing: 'temporal and spatial reaches of economic, political and cultural systems', supporting an understanding of interdependent relationships based on the notion of 'coupling'. The development system may be tightly or loosely coupled which entails implications for system independence and the ability to respond to local contexts (Ramalingam et al. 2008).

Complex feedback processes foster or inhibit change in development and reflect the interaction of multiple issues (Ramalingam et al. 2008). The difficulty of simplifying such issues creates unpredictability and as changes in some directions are amplified with changes in other directions suppressed, development behaviour and outcomes are complicated and difficult to predict (Jervis, 1997). Development emerges from interdependent relationships driven by local rules and characterised by feedback processes rather than its construction or global coordination; development is an emergent property of a complex system (Rihani and Geyer, 2001; Rihani, 2002, 2005; Walby, 2003, 2007, 2009; Geyer and Rihani, 2010).

Self-organisation implies that patterns or structures emerge: 'as a result of the interactions of individuals who act according to their own goals and aims, and based on their limited information and perspective on the situation' (Ramalingam et al.2008:49). Structures emerge from interdependent interactions and are driven by the adaptive strategies of individual actors. Moreover, interdependent adaptive actors co-evolve whereby: 'the evolution of one domain or entity is partially dependent on the evolution of other related domains or entities' (Kauffman, 1995) in Ramalingam et al.(2008:54). Interacting individuals feed into the wider environment which in turn influences the individual. Development actor characteristics and tendencies: 'may be powerfully shaped by its interactions with other agents or the wider system' (Ibid, 2008:54).

Interdependence, emergence and co-evolution support a complex appreciation of structure and agency over a one-way direction of causality. Individual agency and structure simultaneously exist and co-evolve. It is recognised that individuals are motivated by different interests and enacting varied strategies inform development thinking and practice (Chambers, 1997; Long, 1992). However, that the behaviour of adaptive development actors is both constrained and enabled by their environment is also accepted. Complexity accepts that though one can act to improve their situation there are limits to individual action. Byrne (1998: 45) summarises this with an understanding of: 'the linear and reductionist as a thesis, post-modernism as an antithesis and complexity as a synthesis.'

Moreover, development structures are identified as constantly changing rather than fixed; new structures and order are: 'continually emerging and are far from equilibrium' (Urry, 2005: 242; Ramalingam et al.2008:39). Though structures and order are continually emerging, patterns may be identified (Rihani and Geyer, 2001; Rihani, 2002, 2005; Geyer and Rihani, 2010). Self-organised structures and patterns, emergent from complex interactions, are not necessarily 'good' for all individuals who are part of them (Ramalingam et al.2008:50). Power relations are apparent in adaptive agents interacting in ways so as to limit the adaptive capacity of others (Barder, 2012; Ramalingam, 2013). The concept of co-evolution recognises that the system and actors co-evolve to maintain a structural status quo and is also explained as 'homeostasis' (Morrison, 2008). Rihani (2005) and Ramalingam et al. (2008:65) document patterns including the: 'mutual construction of events' by Northern societies and institutions in a way that supports their interests and further outline how aid is tightly linked with Northern politics and economies, which are supportive of infinite economic development based on free market capitalism. Power homeostasis comprising a Southern elite that limits independent diversity thereby obstructing development is further argued by Barder (2012) in asserting that powerful Southern elites: 'have nothing to gain and everything to lose from instigating change'.

While development structures may follow a regular pattern for a certain period, they are amenable to change through positive feedback (Jervis, 1997). As discussed, bi-furcation describes how dominant patterns and trajectories may be disrupted in favour of new ones (Morgan, 2005; Walby, 2003, 2007, 2009; Geyer and Rihani, 2010). Rihani and Geyer (2001:242) assert that for self-organised development to emerge, individuals must be free to interact and capable of interacting and identifies malnutrition, disease and illiteracy in the South as restricting the individual capacity to interact. In assessing freedom to interact, Rihani and Geyer (2001:243) identify the prevalence of state repression in the South based on gender, religion and ethnicity. Addressing power asymmetry through re-arranging stakeholders and interactions and amalgamating the power and resources to challenge the status quo is advocated (Ramalingam et al.2008). Sen's (1999) commitment to individual capacity and empowerment is appropriate in this respect. However, emergence and self-organisation implies that power asymmetry is addressed at both the individual and structural level (Mason, 2008a).

3.3.2 Universal Meanings

Complexity thinking views development as an emerging and self-organising process constantly changing and adaptive in nature, encompassing co-evolutionary and non-linear interrelationships, sensitive to initial conditions and influenced by multiple interdependent factors (Ramlingam et al.2008; Walby, 2009; Geyer and Rihani, 2010). Individuals are continually adapting to their environment. An end-state does not exist; it is an open-ended process. Therefore, it is not possible to predict the exact nature of development (Walby, 2009).

Rihani (2005) rejects development as a predictable linear science underpinned by stable and knowable cause and effect relationships that culminate in either modernisation or socialism. Though development is unpredictable, patterns rather than sequential movements are present. Geyer and Rihani (2010) use the concept of attractors to explain shared experiences and collective understandings that maintain stability rather than a 'relativist nightmare' (Ibid, 2010:48). Shared experiences and universal understandings must be flexibly interpreted so as to enable adaption and adjustment and recognise that though some frameworks are positive, their successful application to complex contexts are not ensured. No single mind-set is appropriate to thinking about and practicing development, instead a focus on 'sensing patterns of change …understanding multiple perspectives….working to strengthen wanted patterns…weakening the unwanted' is relevant (Ramalingam et al. 2008:43).

Walby (2003, 2007 and 2009) adopts the concept of path-dependency to identify differing development paths as opposed to one universal route and provides examples of paths based on social democracy and on free market capitalism. She asserts that: 'social and political institutions...lock-in certain paths of development, through their shaping of power, opportunity and knowledge' (Ibid, 2003:13) Furthermore, historical processes influence development paths. Sensitivity to initial conditions explains how societal development depends on: 'the point of departure' or the: 'prevailing objective conditions and the constellation of socio political and institutional factors that have shaped these conditions' (Ramalingam et al.2008:29). In addition to gradual and co-evolutionary change, change may also be: 'sudden and precipitous' captured by the concept of bi-furcation whereby small changes entail large effects on development structures and forms (Walby, 2003:12).

3.4   Education as a Complex Adaptive System

Morrison (2006:1) describes how the entry of complexity thinking in to education: 'has been comparatively limited, spasmodic and piecemeal'. However, complexity concepts are increasingly acknowledged, as demonstrated by the work of Davis (2008); Kuhn (2007, 2008), Mason (2008a, 2009, 2012), Morrison (2008), Nordtviet, (2010); Davis and Sumara (2012) and Turner (2013). Morrison (2008: 24) outlines how complexity thinking re-defines education, moving away from: 'a controlled and controlling discipline based education and towards a discovered, inter disciplinary, emergent curriculum and a reassertion of freedom as a sine qua non of education'. Mason (2008a:24) argues that rather than viewing education as: 'a neatly stated, over determined, tidy, traditional, externally mandated and regulated prescription of governments', it is instead a 'dynamic, emergent, rich, relational, autocatalytic, self-organised, and connected' system.

The following section discusses the nature of structure, agency and universalism in terms of education conceptualised in accordance with complexity constructs.

3.4.1   Structure and Agency

Mason (2008a:44) notes the significant number of interdependent relationships within a national educational system including: 'teachers, students, parents, community leaders, the state and its education departments, business organisations and NGOs'. Nordtveit (2010) further endorses interconnectedness with regard to the social, cultural, physical, technical, economic and political dimensions of an education system. Due to such interdependency, Mason (2009:124) negates 'independent, piecemeal interventions' in favour of: 'related interventions across multiple levels'.

Similarly, Nordtveit (2010) argues that interdependency requires the integration of educational development initiatives with other development programmes. Education including teacher education does not exist in isolation, it is interacting with factors such as culture, society, ethnicity, religion and political persuasions. The contentions of Easterley (2006) are also of of relevance in suggesting that the aid agenda should not remain too focused on the needs and institutions of government, thereby neglecting bottom-up development and the needs of those on the ground. Blackburn and Chambers (2000) further recognise interdependency in asserting that successful development interventions require balanced government involvement and their involvement must be facilitated early.

With respect to the nature of relationships, Nordtviet (2010) outlines teacher educators as a sub-system of teacher education institutions which are a sub-system of government education departments which are a sub-system of international educational agencies (Nordtviet, 2010). As previously discussed, Davis and Sumara (2012:31) suggest a pragmatic understanding of educational system relationships as nested, entangled and decentralised. They argue such an approach is suited to educational and learning systems concerned with: 'multiple levels of organisation' including learners, classrooms, schools, school districts, society and with: 'co-specifying dynamics' between teachers and learners and between knowledge and action and with 'complex associations' among people and among ideas. Employing an understanding based on coupling, Goldspink (2007:40) identifies complex and adaptive education systems as loosely coupled, comprising rich and multi-dimensional coupling between multiple agents including individuals and institutions.

Morrison (2008:21) explains negative feedback within education systems as regulatory while: 'positive feedback brings increasing returns and uses information to change, grow and develop, amplifying small changes'. In this context, when introducing new teaching methodologies, if benefits are perceived then methodologies are incorporated and learning is influenced at an exponential rate. In contrast, the implementation of new methodologies may trigger: 'forces that counteract the initial change and return the system to the starting position, thereby tending to decrease deviation in the system' (Cohen et al.2011:29).

Feedback processes within the educational system depend on the nature of tightly or loosely coupled elements and dimensions. For example, if UNESCO deems teacher education essential in ensuring basic education quality, then the strength of connectivity between UNESCO and government education departments will influence the extent to which teacher education is prioritised by national education departments.

Davis and Sumara (2012:36) explain education systems as emergent from: 'complex processes, interlacing systems, and diverse perspectives'. Self-organisation implies that education patterns and structures reflect the adaptive tendencies of individual agents operating throughout the education system. Mason (2009:120) outlines how self-organised educational systems are 'bottom-up' processes. However, a balance between local dynamics and global conditions is acknowledged. The concept of emergence understands education as an emergent property of a complex system rather than constituting a strategy in maintaining cohesive, stable, rational and efficient modern societies (Biesta et al.2008; Turner, 2013). Structure is internally generated, emerging through interacting systems and environments, serving to constrain or enable the individual and irreducible to its parts (Morrison, 2008; Mason, 2008a, 2009). While educational structures are constantly changing and are far from equilibrium, patterns may be identified (Mason, 2008a:45). Moreover, educational structures may be transformed into new structures and orders of increased complexity (Turner, 2013). Addressing power in this context supports a focus on how adaptive agents interact in limiting the adaptive capacity of others (Barder, 2012; Ramalingam, 2013). The concept of co-evolution recognises that the education system and actors co-evolve to maintain a structural status quo and this can be explained as a power 'homeostasis' (Morrison, 2008).

3.4.2   Universal Meanings

Complexity thinking views education as emerging from the norms, religions and culture and institutional environment of local contexts (Mason, 2008a; Morrison, 2008). Educational systems are driven and shaped by various factors and exist in a process of continuous change (Turner, 2013). As with development, education is an open process without an end-state (Morrison, 2008a). Emergence and self-organisation implies that educational processes are informed by local contexts and that a balance must be found between the local and the global (Mason, 2009).

As outlined with respect to development, the existence of patterns or attractors capture shared educational experiences and collective educational understandings. However, these experiences and understandings must facilitate flexible interpretation and adaptation as a single mind-set is not appropriate in conceptualising and practicing education.

Initial conditions and key features are not uniform for all educational systems. Therefore, what works for one system does not necessarily work for another. While the success of certain teacher education systems may be attributed to lecturing skills, this is not necessarily the case (Morrison, 2008a). The position taken by an education system in the past encompassing: 'small historical advantages leading to much bigger advantages later' may be a more appropriate explanation (Ramalingam et al.2008:28). As with distinct development paths, Mason (2009:119) uses path-dependence to explain how dominating educational frameworks and power structures sustain and increase in line with a 'snowball effect', marginalising and excluding alternative paths. In order for alternative directions to gain momentum, Mason (2009:119) argues that the 'number', 'scale' and 'diversity' of alternative social and educational arrangements must comprise strength, complexity and interaction in shifting existing frameworks.

Prior to presenting the implications of complexity constructs for conceptualising North-South educational partnerships, it is important to note Walby's (2003) discussion of the tensions, distinctions and differences within complexity theory. Walby (2003:13) identifies two schools of thought, both premised on the: 'determined yet unknowable nature of the universe'. The Prigogine (1997) school of thought endorses the unknowable with the Santa Fe Research Institute emphasising determination and order. These schools of thought are reflected in arguments by Byrne (1998) who views complexity theory as consistent with structural realism, therefore contrasting with Cillier's (1998) arguments in favour of the compatibility between complexity theory and post-modernism. Walby (2003, 2007, 2009) argues that these tensions are reconciled in explanations of co-evolution and bi-furcation and insists that: 'The world may be considered to be both determined and to some extent unknowable' (Walby, 2003:16).

The following section proceeds to locate North-South educational partnerships within the context of a complexity paradigm.

3.5   North-South Educational Partnership as a Complex and Adaptive Social System

This section illustrates North-South educational partnership as underpinned by complexity attributes. The literature within this sphere is extremely limited, however this research has located one study by Koehn (2012) concerning North-South higher education partnerships for research development; a study informed by chaos theory assumptions including turbulence and bifurcation. This debate is underpinned by the arguments outlined above and further adopts literature exploring teaching and learning systems as complex and adaptive (Biesta, 2006; Mason, 2008a; Morrison, 2008; Osberg et al.2008; Davis and Sumara, 2012). A discussion of North-South educational partnerships as complex and adaptive social systems is outlined in alignment with Ramalingam et al. (2008) presentation of the key features of a complex adaptive system.

3.5.1 North-South Educational Partnership: Interdependence, Feedback and Emergence

North-South educational partnerships, as complex and adaptive social systems, comprise interdependent relationships between teacher educators, student teachers, higher education institutions and their support bodies as well as education departments, teacher education institutions, overseas development departments, government education departments, government teacher education departments and civil society, including the Northern tax payer. They are interdependent with their external environment, which comprises development, development aid, education, higher education and teacher education systems. They are further interconnected to the social, cultural, physical, technical, economic dimensions of development and education. North-South educational partnerships are open systems interacting with their external environment, which is also a complex adaptive system.

In building on Weick's (1976) description of the US educational system as 'loosely' rather than 'tightly coupled', whereby: '... [educational] systems are responsive but... [connections may play out] infrequently, [are] weak in their mutual effects, unimportant [and] slow to respond...' in Ramalingam et al.(2008:10), partnership may be understood as a loosely coupled system as opposed to encompassing rigid hierarchical relationships and nested or subordinated elements (Goldspink, 2007) (please see Figure 3.1). Interdependence requires strengthed attention to the web of relationships between partners and the resources they bring (Morrison, 2008). Furthermore, interdependence requires an understanding that all partners accept responsibility for managing and resolving issues and challenges (Davis and Sumara, 2012).

North-South educational partnerships are characterised by feedback processes which promote and inhibit change. Accordingly, rich and positive feedback through strengthened verbal engagement is essential (Morrison, 2008). Transparent feedback ensures that all partners are better informed in making sense of their environment and adapting accordingly. Koehn (2012) outlines how positive feedback can serve to challenge asymmetrical processes in favour of equitable behaviours. Connectedness requires that knowledge is 'dispersed' and shared as opposed to its conservation within a central location (Morrison, 2003:285). Feedback regarding the partnership's outcomes should be addressed in terms of: 'where change has not happened despite continual pressure and to areas where there has been considerable change' (Ramalingam et al. 2008:18). Moreover, disregarded feedback must be identified and addressed so as to enable change.

North-South educational partnerships have emerged from interdependent relationships characterised by feedback processes. They are not tools in an overall plan or created by an external organising force. Instead, North-South educational partnerships are the product of many forces operating in development and educational environments. The characteristics, behaviours and structures of a partnership system emerge from simple rules of interaction. In turn, partnership's structures feedback in to those interactions which gave rise to them initially. Partnership is not static, it is continually emerging. Accordingly, over-controlling approaches are negated in favour of de-centralised, participatory, and democratic frameworks.

Emergence supports a focus on 'critical rules'; the conditions, underpinned by local circumstances which facilitate change and transformation (Rihani and Geyer, 2010). As Chambers (1997) asserts: '… the key is to minimise central controls, and to pick just those few rules which promote or permit complex, diverse and locally fitting behaviour' in Ramalingam et al.2008:7). Enabling emergence also requires effort (Davis and Sumara, 2012). Partnerships are challenging, provoking and demanding and include the risk of failure. However, failure should not be regarded as degrading or final but rather as informative and transformative. Partners should be: 'challenged to the limits of their abilities' so as to support the development of great ability: 'of which all humans, it seems, are capable' (Davis and Sumara, 2012:33).

3.5.2 North-South Educational Partnership: Non-Linearity, Sensitivity to Initial Conditions and Path-Dependence

Non-linear partnership systems imply that inputs do not necessarily lead to the expected change. Instead, within holistic partnership systems initiatives and inputs would have different outcomes depending on the factors co-interacting with the input (Nordtviet, 2010). Despite complexity theory's relative inability to predict the direction or nature of change, Mason (2008a:46) argues for: 'influencing change in the appropriate direction' so as to 'stand a good chance of effecting the desired changes across the complex system as a whole'. Linearity and repetition are problematic (Hauck and Land, 2011). For example, while co-ordinators can create effective partnerships, interdependence and non-linearity acknowledge the influence of co-ordinators as interdependent with factors including the personal motivation and commitment of partners.

Sensitivity to initial conditions implies that North-South educational partnerships are contingent upon historical processes. As the literature survey has identified, an adherence to the modernisation paradigm maintains colonial perceptions which interpret the North as advanced and the South as backward; historical perceptions which feed in to the partnership system (Esteva, 1992; Escobar, 1995; Tamas, 2004). Initial conditions are never the same, what works for one partnership does not necessarily work for another. In this regard, good principles rather than best practice for partnerships are advocated.

As opposed to following a linear procedure, partnerships emerge as a sequence of states in time. They further embody sudden movements or bi-furcation whereby small changes may have large impacts. Repeated patterns and identifiable structures controlled by feedback processes are demonstrated. These structures and patterns are subject to continuous change and driven by various factors and actors. Accordingly, partnership exists far from equilibrium in a state of 'unending turbulence', continually creating new structures and order. The inevitability of change is inherent in partnership processes and need not be perceived as a negative. Equilibrium and stability can imply inertia and passivity with ongoing processes of reflection, learning and adaptation being paramount (Turner, 2013).

Sensitivity to initial conditions, recurrent patterns and structures and bi-furcation support the notion of path-dependence. Mason (2008a, 2009) explains how the term path-dependence, related to the concept of lock in, reflects the directional course of a partnership system. In this respect those with an 'initial advantage' even if for contingent reasons are able to set the partnership's path (Walby, 2013:13). While alternatives are possible, once a particular path gains the upper hand it becomes locked-in. However, path-dependent forms of partnership may be altered. Mason (2009:99) argues: 'that a system needs to reach a critical mass to overcome the inertia of the status quo'. Morgan (1986) argues that dominant patterns can be disrupted through nurturing: 'elements of the new context' and the creation of 'conditions under which the new context can arise' in (Ramalingam et al.2008:40). Collective learning, participation, accountability, dialogue and debate are essential. Furthermore, Mason (2008a, 2009) asserts that alternative paths must demonstrate sufficient complexity and interaction.

3.5.3 North-South Educational Partnership: Adaptive Agents, Self-organisation and Co-evolution

North-South educational partnerships comprise adaptive agents who are goal directed, sense and respond to their environment, attempt to control their environment, process information, possess decision-making capabilities, can assume future possibilities and are capable of self-reflection (Ramalingam et al.2008). Eyben (2008), Groves and Hinton (2004) and Mason (2008a, 2009) therefore prioritise relationship management based on an understanding of the influences on partners, their incentives, capacities, strategies and expectations.

Mason (2009:119) outlines the need to take account of 'conscious agents and hence of strategy and expectations'. Listening, in tandem with debating values and visions is emphasised along with experiential, flexible and exploratory learning (Morrison, 2008). Moreover, experimenting with varied strategies and approaches to determine those most suited to a given setting is encouraged. In this context, Jervis (1997) and Morrison (2008) highlight the importance of indicators underpinned by the context in which they are used as opposed to those conceptualised and defined by external parties. Furthermore, both Northern and Southern partners, as adaptive actors, hold varying positions of power and influence. Powerful partners can withhold or suppress the adaptive capacities of others and sustain power imbalances.

The patterns of behaviour in a partnership arise as a result of partners acting in accordance with their own goals and objectives and informed by limited information. Partnerships are autopietec; they create the conditions for their own survival and exert resilience in the face of change (Mason, 2009). Self-organised partnerships negate the necessity for centralised and hierarchical control (Turner, 2013). In contrast to a mechanical system, partnership is a complex system whereby change cannot be predicted and cannot be imposed. Accordingly, change and direction is addressed in disrupting existing patterns by addressing conflict rather than imposing stability, by identifying existing innovation rather than creating innovation and by recognising rather than contriving change (Ramalingam et al.2008). Steep hierarchies separating Northern experts from Southern receivers are challenged. Furthermore, patterns based on an established status quo are challenged in building a critical mass (Mason, 2008a).

Partners influence and are influenced by their environment; they are co-evolving. Partnerships and partners co-evolve as they adapt to their environment. Rather than a concern with a one-way direction of causality, co-evolution implies mutual impact; all partners are changing as a result of their interaction requiring a focus on both the interaction between the partnership and its environment, between partners themselves and between partners and their environment (Walby, 2003, 2007, 2009). Dominant partners can co-evolve to maintain the status quo and its accompanying narrative. All partners must be free and capable of interacting. Furthermore, institutional, legal, social and political contexts must facilitate interdependent interaction. While the agency of partners is recognised, this agency is constrained and enabled by the environment.

Figure 3.1   **North-South Educational Partnership as a Complex and Adaptive Social System**

3.6: Conclusion

This chapter has identified an understanding of North-South educational partnerships as complex and adaptive social systems. It has outlined the key characteristics of a complex and adaptive social system as including interdependency, feedback, emergence, non-linearity, sensitivity to initial conditions, path dependence, adaptive agents, self-organisation and co-evolution. It has documented how complexity, comprising an understanding of the system as open, embodying fluid and interdependent relationships, has overcome the limitations of both Parsonian and Marxian system's thinking. It has further addressed challenges regarding the determined yet unknowable nature of social systems. Complexity constructs have been applied to understandings of development, education and North-South educational partnerships.

The literature surveyed in Chapters 1 and 2 documenting the key principles of a partnership model; the drivers of North-South educational partnerships; the destructive implications of a modernisation paradigm including inequitable and disempowering development relations and the primacy of development and educational development goals rooted in Northern understandings, and the conceptualisation of North-South educational partnerships in accordance with a complexity perspective guide the research methodology adopted. Chapter 4 outlines this methodological framework.

Chapter 4: Research Methodology

4.0   Introduction

This research strives to investigate the nature and implications of partnership between Irish, Ugandan, Lesothan and Zambian teacher education institutions, with particular regard to dependent and disempowering relations and the attainment of relevant teacher education goals. The primary aim of this chapter is to outline the methodological approach adopted in conducting this study. This chapter begins by stating the guiding research question. A presentation of the study's philosophical stance and the qualitative research paradigm is then outlined. A case study methodology is deemed appropriate, and its characteristics and relevance to the study are documented. Qualitative data collection methods are presented and data analysis techniques discussed. This chapter concludes with a discussion of the ethical issues guiding the research design.

4.1   Research Question

A review of the literature has established the rise to prominence of a partnership model within development and educational development arenas. Concurrently, North-South educational partnerships are increasing in incidence. A partnership approach is driven by both relational and functional concerns (Brehm, 2004). Partnership is perceived as necessary in challenging asymmetrical and disempowering North-South development relations (King, 2008). Moreover, partnership is understood as an essential strategy in the effective and efficient attainment of development and educational development goals (Fowler, 1991, 2000). In line with these motivations, the key principles of a partnership model, including North-South educational partnerships, are cited as ownership, autonomy, accountability, transparency and mutual capacity developmen (Brinkerhoff, 2002, 2003; Lys, 2008; Koehn, 2012). North-South educational partnerships emerge from both Southern and Northern educational development needs. Accordingly, they are a particularly strong example of a mutual partnership model; suggesting more than a one-way flow of resources and expertise from the North to the South, rather (Boeren and Holtland, 2005).

Though the rhetoric of North-South educational partnership appears promising, the extent to which they represent a transformation in North-South relations is deeply contested and crucially important. Accordingly, this research strives to investigate the nature and implications of a partnership model, within the context of Irish Aid funded partnerships between institutions across Ireland and their programme African countries, focused on teacher education development. Particular attention is paid to dependent and disempowering relations and the attainment of relevant teacher education goals. The research question derived to reflect this aim is:

'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian institutions within the context of teacher education development enable equitable development relations and attain relevant development goals?'

Two case study sites have been selected to answer this research question due to their emphasis on a partnership approach to teacher education development, ZITEP and the CGDE.

4.2   Philosophical Perspectives and the Research Paradigm

Creswell (2007) and Seale (2004) outline how philosophical perspectives reflect the beliefs held by the researcher concerning the nature of the social world, and the manner in which it may be explored. They further assert that such assumptions must be transparent so as to identify how they inform the choice, conduct and writing of the study. Denzin and Lincoln (2005) and Creswell (2007) explain that the research process begins with the researcher examining and clarifying philosophical assumptions through an exploration of beliefs regarding ontology (the nature of reality), epistemology (the nature of knowledge) and human agency. Morgan and Smircich (1980:492) present a continuum of ontological and epistemological assumptions which lie between a purely objectivist and a purely subjectivist philosophical stance. Holden and Lynch (2004:398) concur that: 'these assumptions are consequential to each other, that is their [the researcher's] view of ontology affects their epistemological persuasion, which in turn affects their view of human nature, consequently, [the] choice of methodology logically follows'. This research has adopted ontological and epistemological perspectives informed by complexity constructs, as the following table 4.1 outlines:

Table 4.1: Basic Beliefs Associated with a Complexity Perspective

Basic Belief	Ontology	Epistemology	Methodology	Associated Labels
Complexity Paradigm	Reality as a dynamic and continuing process (Horn, 2008). Fluid and open (Morrison, 2008). Emergent (Kuhn, 2008). Path-dependent (Walby, 2009).	Study systems, process and change. Values made explicit. Contextual. Interactionist and interpretive (Lemke and Sabelli, 2008). Emergentist (Osberg, et al.2008).	Qualitative Case Study (Haggis, 2008). Participatory, multi-perspectival (Cohen et al.2011).	Contextual. Interpretive. Holistic. Interactivity. Qualitative. Holism. Emergent. Naturalistic.

(Source: Adapted in part from Morgan and Smircich, 1980:492).

In adopting Morgan and Smircich's (1980) continuum as a guide together with an analysis offered by Kuhn (2008), Horn (2008), Haggis (2008) and Eyben (2008), the core ontological assumptions guiding this study perceive reality as a process; it is concrete but ever changing and adaptive in nature. Eyben (2008:9) refers to a: 'relational' ontology known as 'processual'; an understanding of the world as emergent change'. Similarly, Kuhn (2008:182) explains that complexity depicts ontology as: 'self-organising, non-linear, sensitive to initial conditions and influenced by many sets of rules'. In line with Walby's (2009) analysis which utilises concepts of path-dependence and bi-furcation, the existence of an alternative reality is further recognised.

Epistemologically, Osberg et al.(2008:223) describe a complexity understanding of reality and knowledge as part of the same complex system. In this regard, the researcher is not a 'disinterested observer' but an 'interested participant'. In adopting an emergentist epistemology, Osberg et al.(2008: 223) assert that reality comes in to focus through our interaction with; reality and knowing is constantly emerging: 'knowledge emerges from our transactions with our environment and feeds back into this same environment'. Therefore, the researcher cannot be separated from their environment in that the relationship between the knower to the known is mutually constitutive; it is dynamic, self-organising and emerging. In this regard, our beliefs about reality and the world determine our perspectives and actions, which in turn determine our beliefs about the nature of reality. Cohen, et al. (2011:30) summarise a complexity informed epistemology as encompassing a relationship between the knower and the known which is: 'dynamic, emergent and self-organising'.

Accordingly, the adoption of an an investigative approach incorporating constructivist and interpretive assumptions, aligned with the view that humans construct meaning through their social interactions, is deemed relevant. Similarly, the individual is perceived as adapting to and processing information. Human beings exist in an interactive relationship with their world; they influence and are influenced by their context or environment. Eyben (2008:20) observes that social actors: 'are mutable, they not only shape their social relation but are also shaped by it'. These assumptions are reflective of a complexity derived philosophical perspective.

4.3   Research Methodology

Sarantakos (2005) describes methodology as the framework which provides guidelines as to how research is completed in accordance with a specific paradigm. Similarly, Brunskell (1998:37) describes the term methodology, within social science research, as consisting of: 'the choice of which aspects of the social world to research, the method for collecting the data, and then the ways to interpret this data'. Brunskell (1998) further outlines how all of these constituents are informed by the: 'broad theoretically informed framework, within which the research is carried out' (Ibid, 1998:37).

Qualitative research methodology, underpinned by complexity constructs, is deemed appropriate for this study. Creswell (2007:37) defines qualitative research as an inquiry: 'into the meaning individuals or groups ascribe to a social or human problem'. In this regard, the use of: 'an emerging qualitative approach to inquiry, the collection of data in a natural setting, sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes' (Ibid, 2007:37) is adopted. The ontological assumptions guiding this research perceive North-South educational partnerships as dynamic, non-linear and emergent processes. Therefore, a quantitative framework concerned with reductions, categorisations and control and based on quantifiable and measureable relationships is deemed inappropriate (Haggis, 2008). A qualitative framework, derived from an interpretive and naturalistic approach to the world (Denzin and Lincoln, 2005), is suitable in capturing emergent knowledge concerning North-South educational partnerships. Table 4.2 outlines the characteristics of qualitative and complexity oriented research in more detail.

4.3.1 Characteristics of Complexity Oriented Qualitative Research

Theorists including Creswell (2007), Denzin and Lincoln (2005), Kuhn (2008), Lemke and Sabelli (2008), Cohen et al.(2011) and Stake (2010) offer an analysis of qualitative methodology, highlighting features which are relevant to this study:

Table 4.2: Characteristics of a Complex Qualitative Framework

Aims	A concern with mutually constitutive meanings comprising processes and relationships. The researcher acknowledges co-existing, singular, and multiple meanings. Explaining emerging, self-organising, and interdependent processes which are holistic and dynamic. Less concerned with identifying static, reductionist and linear cause and effect relationships.

Aims	A concern with process, with how events and patterns have unfolded over time. Questions are focused on asking 'what' is or has happened, 'what' does this 'mean', 'what' are participants opinions and beliefs, 'what' are the shaping events, beliefs, attitudes and policies.
Concerns	Grasping a constantly changing reality and mutually constitutive knowledge construction. Values are inherently implicated in the inquiry process. The need for mutliple perspectives.
Assumptions	Assumes that the views and perceptions of all research participants are influenced by context, therefore an understanding of context is critical. Problems better understood if the totality of the situation is looked at.
Design	Emerging design. Small samples investigated in-depth and over time. Flexibility and limited structure ensuring that the research phenomenon is presented from the perspective of research participants rather than the researcher's. Allowing insights to emerge naturally, as opposed to control and suppression. Facilitates adaptation to changed circumstances and exploit new ideas.
Data collection	Flexible and emerging.

Data collection	Semi-structured interviewed so as to allow comparisons between interviews. Researcher is the primary instrument for data collection and analysis.
Data Analysis	Interpreting qualitative data including interviews and secondary documentation. Use of political, economic and sociological theories to interpret data. Researcher collaborates with participants in shaping themes. Patterns identified. Multiple causality and multi-directional cause and effect. Fluid variables cannot be held constant.
Literature	Used flexibly throughout research to guide and to support findings.
Researcher Bias	A reliance on what the researcher considers relevant and important, therefore the risk of bias must be addressed. Personal values and theoretical viewpoints must not overtly impinge on the research process. Use of reflexivity, triangulation, positionality and rigorous methods of data collection and analysis. Ethical, avoiding intrusion and risk to human subjects.
Location	Involves fieldwork, data collection occurs in natural settings. Strives to be naturalistic, not to intervene or arrange in order to get data.

(Source: Adapted in part from O'Sullivan, 1999:108).

4.4 Qualitative Case Study Research Design

Theorists including Robson (2002) and Creswell (2007) identify social research designs which vary according to their central purpose or focus. These include action research, grounded theory, case study, narrative inquiry and ethnography. In order to capture the research phenomenon, the research respondents, the research context and setting, a case study research design is used in holistically accounting for all of these components.

4.4.1 Defining Case Study

Creswell's (2007:73) description of case study as: 'the study of an issue explored through one or more cases within a bounded system' which occurs: 'over time, through detailed, in depth data collection involving multiple sources of information', reflects the nature of this study. Yin's (2009:18) description of case study as: 'an empirical enquiry that investigates a contemporary phenomenon within its real life context' is also applicable. Stake (2005) defines case study as a bounded system, with McDonald and Walker (1975:2) referring to it as: 'an instance in action'. This study is investigating partnerships between Irish, Zambian, Ugandan and Lesothan educational institutions within their real life context. The CGDE and ZITEP are recognised as appropriate bounded instances of such partnerships in action. This case study has been conducted over a four year time period incorporating in-depth and varied data collection methods from multiple sources of information.

Verschuren (2003) suggests that much ambiguity exists regarding case study as the study of a case or as a way of doing research. Hammersley (1992) supports a narrower definition of case study as a method of selection within the larger process of research design, primarily due to its lack of methodological grounding. Case study is then compared to other types of case selection methods such as experiments and surveys. The case study approach adopted in this research understands case study as Stake (2005:444) describes it: 'a choice of what is to be studied'. The researcher is interested in learning about partnerships between Irish, Zambian, Ugandan and Lesothan educational institutions within their real and ordinary environment. Stake (2005:445) describes this type of case study as 'instrumental' in that the primary concern is an understanding of a particular issue. The cases have been chosen in order to: 'advance understanding of that other interest' (Ibid, 2005:445).

With this in mind, Simons' (2009:21) definition of case study as: 'an in-depth exploration, from multiple perspectives, of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life context' is relevant. Complexity and real situations are of primary importance as opposed to methodological choice.

4.4.2 Rationale

Feagin et al.(1991) suggest that case study is an ideal methodology for holistic, in-depth and rich investigations. This investigation requires an understanding of the personal experiences of the research participants and of complex subtleties and nuances, human situations and interactions. A case study approach, which Geertz (1973) agrees will allow the researcher: 'to catch the close-up reality and dense description of participants lived experiences, thoughts about and feelings for a situation' (Cohen et al.2011:289-290), will thereby facilitate the capture of human experiences, interaction and situation, subtleties and nuances.

A qualitative framework has been adopted, prioritising qualitative methods including in-depth semi-structured interviews. Stake (2005) and Yin (2009) agree that the case can be studied utilising both qualitative and quantitative methodologies. The researcher acknowledges the benefits of quantitative methodology and methods, in line with pragmatic and mixed method paradigms which prioritise the research problem and questions (Tashakkori and Teddlie, 2003). This study prioritises the research problem and question, and, if quantitative frameworks and methodologies had been deemed appropriate, such methods would have been utilised. However, quantitatively generating data based on fixed units and variables and constructing knowledge concerning complex, non-linear and emerging processes would not serve to answer the research question (Morrison, 2008). Furthermore, this research is concerned with utilising a small sample in probing and capturing depth as opposed to a focus on measuring and comparing quantitative data from large samples (Denzin and Lincoln, 2005).

A qualitative case study has been chosen as more suitable for a holistic study; a study which is less concerned with reductionist analysis and more concerned with identifying patterns in continual and dynamic processes. The aim is to build a representative picture of what is happening at a certain point of time. Yin (2009) and Stake (2005) agree that case study's strength is its emphasis on reality and real life contexts. Case study enables the study of diverse issues and contexts, which in turn enriches the investigation. Furthermore, a case study approach will enable both theoretical and empirical issues to be addressed. Chapter 2 has addressed tose theoretical debates informing development, educational development and North-South educational partnerships. A case study approach will enable the researcher to: 'examine the implications of some of these theoretical and empirical deliberations in a particular research site' (Bryman, 2012:70).

Finally, the innovative nature of the case study sites is a determining factor in choosing case study. North-South educational partnerships, funded by government aid agencies, may be described as innovative approaches towards teacher education development, particularly in an Irish context. The 'Irish Aid/HEA Programme for Strategic Cooperation' (2007-2011), under which the CGDE was funded, has been referred to as an 'original' initiative, bringing together for the 'first time' state development agencies, NGOs, higher education and research institutions with the objective of: 'institutional collaboration for knowledge generation, knowledge exchange and mutual learning' (Irish Aid, 2007a:2). ZITEP has also described itself as a unique initiative with specific reference to it being an original example of inter-departmental cooperation within the field of international development. Parlett and Hamilton (1987) outline how case study is applicable to the study of innovatory programmes, exploring their significant features, operation and influences.

4.4.3   Case Study Selection

ZITEP and the CGDE were chosen as appropriate instances of North-South educational partnerships. In 2008, I was employed by the CGDE's host institution, Mary Immaculate College, as a research officer investigating student teacher placements in a developing country context. Having completed an MA in Development Studies and having worked as a development practitioner in Guatemala for over three years, I had previous experience of and interest in relations of asymmetry and disempowerment within the field of development aid. In researching student teacher placements in a developing country context, I gained experience of these issues in a teacher education setting. Also, during this time I became familiar with the work of and engaged with ZITEP and CGDE representatives. These experiences led me to identifying both partnerships as potential case study sites, within which the nature of North-South educational partnership could be explored.

As highlighted, the cases theselves are not of prominent concern. Instead, the nature and implications of a partnership model are the dominant interests. The cases were chosen because they were deemed demonstrative of a North-South educational partnership model, reflective of Bryman's (2004:51) 'exemplifying case'. As Stake (2005:451) contends, the case study sites provide an: 'opportunity to learn'. Issues of physical access also influenced the choice of cases. As a PhD researcher, I was based in Mary Immaculate College where the CGDE was also located, with the administrative office of ZITEP just a short trip away. Logistically, I felt that choosing cases which were easily accessible was realistic and manageable.

4.4.4   Accessing the Case Study Sites

Stake (2005) outlines how a case study approach involves the researcher spending time in the situation under study, engaging in personal contact with case activities and reflecting upon what is happening. Stake (2005) and Yin (2009) emphasise access as extremely important, as case study requires that the researcher has the opportunity and permission to explore the case site.

Prior to conducting this research study, I competed for a PhD scholarship fund under the CGDE partnership. This competition required the construction of a proposal outlining the aim and objectives of a potential PhD research study. I formally presented a proposal to the coordinator and management committee chair of the CGDE and was questioned as to the key aspects and limitations of the study. My proposal was accepted and a PhD scholarship was awarded. Permission was given by the director and the chair to conduct the study. In terms of accessing ZITEP, I presented the same research proposal at a formal meeting with the coordinator and management committee, allowing for any issues or concerns to be raised and to confirm with the director and committee that they were satisfied for the research to proceed. My request to adopt ZITEP as a case study site was also accepted.

4.4.5   Case Study Type

Yin (2009) has categorised three different forms of case study including exploratory, explanatory and descriptive. Bassey (1999) also identifies ethnographic, evaluative and educational case studies. In line with a complexity oriented research paradigm, the case study type used for this study encompasses attributes from all of the above categorisations, in particular descriptive and exploratory attributes. It is descriptive in that the research question is focused on documenting North-South educational partnerships. It is concerned with describing: 'social systems, relations or social events' (Sarantakos, 2005:10). In this regard, behaviours, events, beliefs, attitudes, structures and processes are prioritised (Yin, 2009). Exploratory elements are also evident in that this study is attempting to explain the little understood phenomena of North-South educational partnership in alignment with complexity thinking and to identify or discover important variables in this regard (Yin, 2009). This case study is also evaluatory in that it is concerned with the implications of North-South educational partnership with respect to equity, empowerment and the attainment of teacher education development goals. It aims to inform decision making regarding the future development of similar partnership programmes. An evaluatory case study will enable the research to contribute towards clarifying options, identifying improvements and providing information (Patton, 1990).

4.4.6 Case, Context and Unit of Analysis

ZITEP and the CGDE, as contexts for the research, provide a diverse setting to explore a partnership model. Yin (2009) outlines how a case study approach must differentiate between the case, context and the unit of analysis. For the purpose of this research the case is understood as a partnership model, the context incorporates ZITEP and the CGDE and the units of analysis are the selected sample of research respondents whose experiences form the central focus of this study. Differentiations between the case, case and the units of analysis, signify a somewhat reductionist approach. Complexity research requires an emphasis on holism and inter-dependence. Partnerships between Irish, Zambian, Ugandan and Lesothan institutions comprise teacher educators, institutional management, overseas aid departments, government education departments and higher education as exisiting in symbiosis: 'their relationships are necessary, not contingent and analytic, not synthetic' (Cohen, et al. 2011: 30).

Figure 4.1: Case Study, Context and Unit of Analysis

The Case: A Partnership Model

The Context: ZITEP and the CGDE

Unit of Analysis:

Research Respondents
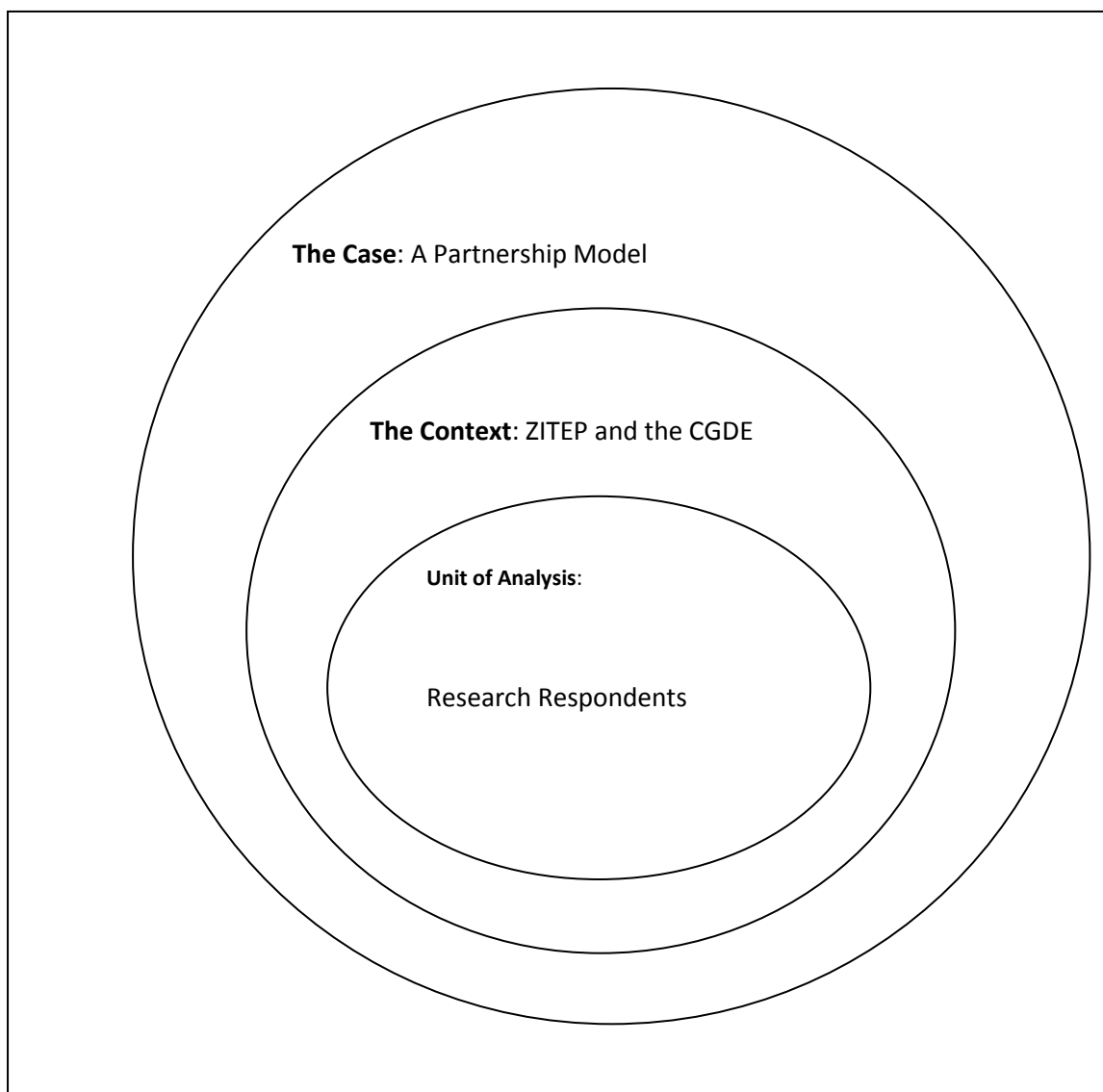
Bryman (2004), Sarantakos (2005) and Yin (2009) highlight how qualitative and case study research is often criticised in terms of objectivity and rigour. This study is underpinned by interpretive epistemological assumptions, which while serving to generate rich data, will also require a strong focus on objectivity and rigour. In an effort to maintain objectivity and rigour processes including triangulation, reflexivity and positionality are adopted.

4.5.1 Triangulation

Yin (2009) describes triangulation as the use of multiple sources of evidence from multiple sources of respondents so as to strengthen the accuracy of conclusions. In a similar vein, Bassey (1999: 76) describes triangulation as: 'bringing together data from different sources, or from the same source but by different methods of enquiry'. This investigation primarily utilises in-depth semi-structured interviews, and observation and documentary analysis to a lesser extent. Methods incorporated multiple respondents representing educational institutions, government departments and development agencies. Miles (1994: 438) outlines how this method of triangulation will reduce ambiguity, clarify meanings and verify repeatability. Peers and supervisors further tested the validity of conclusions through systematic review.

In line with complexity thinking, this research is concerned with the varying perspectives participants hold. Miles (1994:438) and Stake (2005) agree that triangulation may also be utilised to generate multiple perspectives, as well as contribute towards a rigorous interpretation of these perspectives. Stake (1995) and Simons (1996:232) further recognise the importance of utilising 'tacit' forms of knowing and 'experiential' ways of understanding, in enhancing the accuracy of conclusions. Having spent over three years engaging with the case study sites, an engagement informed by a strong academic and practical background in global development, I have also attained a considerable sense of what is accurate within the field of development and educational development.

4.5.2   External Validity

With regard to external validity, or obtaining generalisations pertaining to a number of cases, Simons (1996:225) argues that: 'by focusing in-depth and from a holistic perspective, a case study can generate both unique and universal understandings'.   Simons (1996:231) also draws our attention to 'paradox as the point of case study in that: 'By studying the uniqueness of the particular, we come to understand the universal'.   This study has adopted two case study sites, accordingly it is a collective case study approach (Creswell, 2007; Yin, 2009). Stake (2005: 446) and Robson (2002) concur that multiple case study may lead to the emergence of richer and more complex patterns thereby generating convincing and 'replicable theoretical and practical findings'.

Yin (2009: 43-44) is particularly supportive of case study findings as generaliseable in terms of theoretical propositions as opposed to populations, describing this as 'analytic generalisation'.   Analytic generalisation is relevant to this study in that a previously developed conceptual framework is informing empirical results.   The conceptual framework is also of relevance with respect to external validity.   As outlined by Cohen, et al. (2011:29), replicability and predictability are not particularly appropriate in complexity research as results are never clearly replicable or predictable.   Stake's (2005) contention that a qualitative case study supports more naturalistic conclusions is relevant.   Similarly, Bassey's (1999) acknowledgement of 'fuzzy' generalisations is also appropriate.

In line with Creswell's (2007) analysis, the number of case study sites, the countries encompassed and its primary focus on teacher education development is deemed sufficient as any additional cases and or cases reflective of areas other than teacher education may dilute the analysis.   The aim of the research is to gain an in-depth knowledge of patterns, structures and processes as opposed to a mass focus on a wide and varied number of higher education institutions.   Verschuren's (2003) emphasis on building a representative picture based on the assumption that similar North-South educational partnerships are facing the same challenges and constraints is supported.

While the relevance of universal understandings, analytic, naturalistic and fuzzy generalisations and building a representative picture is accepted, in line with Stake's (1998:238) recommendation the researcher is not primarily concerned with an: 'overzealous commitment to generalisation and theorising'. The case study sites have been chosen because they meet specific criteria regarding North-South educational partnerships, the issues and research questions are therefore bound to their research contexts.

4.5.3 Reflexivity

Patton (2002:141) outlines how in qualitative research the researcher is the primary instrument for data collection and analysis. Denzin and Lincoln (2005) highlight the risk of bias and subjectivity inherent in a reliance on what the researcher considers relevant and important. In this regard, personal values and theoretical viewpoints must not overtly affect the research process. While understanding that objectivity and neutrality can never be fully attained due to the intrusion of researcher biases, experiences and expectations, this research strives to present an understanding of what is actually going on rather than serving only to: 'promote or sell some particular line, with the researcher simply acting as an advocate for a particular ideology' (Robson, 2002:18).

In an effort to challenge the negative implications of bias and subjectivity, processes of reflexivity and positionality are incorporated. Hammersley and Atkinson (1983) describe reflexivity as an awareness of the decisions being made and of motivations concerning what counts as data and how it is to be interpreted. In cultivating an awareness of how I was affecting the research process, I reflected upon my own biography and how this converged with interpretations. However, Finlay's (2002:212) warning concerning: 'interminable self-analysis and self-disclosure' at the expense of: 'focusing on the research participants and developing understanding' was prioritised. While personal reflection enabled important insights to emerge, the research attempts to avoid what Finlay (2002:213) describes as: 'wallowing in subjectivity' and engaging in: 'legitimised emoting'.

Altheide and Johnson (1994:486) outline how the researcher must reflect upon the extent to which they are: 'part and parcel of the setting, context and culture he or she is trying to understand and represent'. As someone who has engaged academically and practically in development for over ten years and particularly as a CGDE funded PhD candidate, I did not view myself as being removed from what I was attempting to research. However, the nature of teacher education engagement in the development agenda was a new area for me. In this respect, I was less prone to previous assumptions and values regarding teacher education and its role in the development agenda.

With regard to data collection and analysis, Noblit (2004:198) outlines how reflexivity involves: 'recognising that the identities of those studied are dispersed and changing, and that accounts must be dialogic and bifocal in nature'. Accordingly, and in alignment with complexity thinking, semi-structured interviews were conducted as processes of dialogue. Shared learning was prioritised whereby both the researcher and the researched were collaborating in constructing knowledge. While the benefits of previously established and guiding themes was acknowledged, issues were referred to in an informal manner throughout the research process in an attempt to limit control and allow for insights and opinions to emerge naturally.

A collaborative research processes was practiced. The researcher felt it was important to also give of herself in terms of voicing her biography, experiences and insights in order to facilitate genuine dialogue and negotiation. As well as generate rich data, collaboration also served to challenge power asymmetries within the researcher- researched relationship. The researcher felt that by engaging in a more collaborative research process, trusting and reciprocal research relationships are enhanced and the researcher's role as: 'the master of truth and justice' is challenged (Lather, 2004: 211). Finlay (2002) also warns of the negative implications of collaborative research relationships with regard to disguising unequal relationships. Awareness and honesty concerning my potential to dominate the researcher-researched relationship was a constant priority. In further ensuring that my interpretations as the researcher were not dominating, following interviews, I sent copies of the transcribed interviews to respondents requesting feedback if possible, with the aim of ensuring that their insights and opinions were fairly represented and interpreted.

4.5.4   Positionality

Noblit (2004:198) describes 'positionality' as being explicit about the groups and interests that the researcher wishes to serve as well as his or her biography. This process was particularly relevant in terms of ensuring that the researcher was not constructing understandings which suited their own or other party's needs. The primary aim of this study is to support the enhancement of North-South educational partnerships. In this regard, the researcher was committed to serving the interests of all partners: government departments, educational institutions and overseas development departments, both North and South. While the researcher is a CGDE funded PhD candidate, this position has served primarily to enrich the research process and maintain a high level of attention to objectivity and rigour.

4.6   Data Collection

As highlighted earlier, a case study approach requires time in the situation under study, personal contact with case activities and continual reflection. Three fiedwork trips to Zambia, Uganda and Lesotho, consisting of two to three weeks in duration, were undertaken in May 2011, July, 2011 and February 2012 respectively. During these trips, I visited with all of the relevant educational institutions, government departments and embassies conducting semi-structured interviews, observation and documentary research. I also engaged with country contexts on a more general level. In Uganda I travelled around the country visiting with volunteers from an Irish development organisation with whom I had volunteered in Guatemala, Central America. These volunteers were working in areas including education, health and community development with one volunteer having worked in Uganda for almost thirty years. My discussions and experiences in this regard were extremely illuminating and informative. In Lesotho, I based myself at the LCE in an office with three fellow Lesothan PhD candidates. Prior to the research trip to Lesotho I had also built a strong personal and professional relationships with two of the Lesothan PhD canditates during their research trips to Ireland. The contextual knowledge gained through these friendships and through daily interaction and sharing in Lesotho was invaluable.

In Zambia, I spent the majority of my time based close to Charles Lwanga and Kitwe Colleges of Education. All of the days spent there were spent engaging with institutional management and lecturers. I shared a 15 hour bus journey with Kitwe CoE lecturers during which I gained a stronger insight in to the experiences of Kitwe staff with respect to ZITEP.

Between and following those trips, I conducted interviews with Irish respondents on a more flexible schedule from St. Patrick's College, Dublin, Irish Aid, Dublin and Limerick and Mary Immaculate College, Limerick. I was based full time in Mary Immaculate College since starting my PhD in 2009. I had worked on development education related research projects with the college since 2007. Therefore, since 2007 in this position of development education research officer, I had been engaging with the CGDE and ZITEP: learning of their origins and initiation, attending the inauguration of the CGDE in 2008, receiving regular staff emails detailing activities and achievements, participating in activities, attending and presenting at CGDE lunch time presentations and the CGDE symposium, participating in conferences and workshops involving presentations by ZITEP and CGDE representatives, engaging in debates and discussions with attendees of these symposiums, workshops and presentations and also building both personal and professional relationships with CGDE and ZITEP personnel through formal and informal activities. Data collection over a pro-longed period provided the space to allow issues to emerge, enabled engagement with case activities and unhurried reflection.

4.6.1   Secondary Research and Data Collection

Bell (2010:129) refers to secondary research material as obtained from already published material and documents. With regard to external documents, the secondary research material used in this study included relevant peer reviewed academic journals, books and reports obtained from the library catalogue at Mary Immaculate College, Limerick and the University of Limerick, inter-library loans and online databases. Online material was accessed from the WB, UNESCO, WEF, EI, ACU, NUFFIC, NORRAG, ODI, EADI and the relevant irish, Zambian, Ugandan and Lesothan government departments and educational institutions. With regard to internal organisational documentation, the documentation provided by the case organisations included: original programme applications, concept notes, MoUs, external evaluations, strategy documents, and country reports. Archival records from both cases were also utilised including newsletters, presentations, documents and books.

Table 4.3: Summary of Documentary Data Deployed

Purpose of Document

Document Type	Source of Document	Inform Interview Questions	Augment Interview Data	Corroborate Interview Data	Provide Background
Original applications, concept notes, MoUs.	Internal	x	x	x	x
Institutional strategy documents.	Internal	x	x	x	x
Irish Aid country reports	Internal	x	x	x	x
Country national plans.	External	x	x	x	x
External reviews and evaluations.	Internal	x	x	x	x
Websites.	Internal	x	x	x	x
Newsletters.	Internal	x	x	x	x
Presentations, publications, books.	Internal	x	x	x	x
Books, journal papers.	External	x			
International reports and forum proceedings.	External	x			x

(Source: Adapted in part from Power, 2009:123).

Issues concerning validity and reliability also applied to documentary analysis. For this reason, processes including triangulation, reflection and positionality were incorporated. The researcher took care to reflect upon the motivation for incorporating certain data with regard to researcher bias.

4.6.2   Primary Research and Data Collection

Cognisant of concerns regarding access to the population, cost and time, respondents were sought according to pre-specified criteria as opposed to statistics and probability (Bryman, 2004). The need for several perspectives to ensure depth and nuance was deemed a priority. Accordingly, respondents included respresentatives from national government departments, embassies, steering and management committees, co-ordinators and college management, teacher educators and researchers.

As regards ZITEP, I initially liaised with both the Irish and Zambian coordinators in identifying potential research participants and securing contact details. Two educational institutions were participating in this partnership: Charles Lwanga CoE and Kitwe CoE. When I arrived at Charles Lwanga CoE for the 5 day research trip, the administrator devised a time-table scheduling interviews with the appropriate teacher educator participants. I was satisfied with this approach, in that it facilitated interviews with a wide and varied number of respondents in a limited period. In Kitwe CoE, a teacher educator who was also steering committee member, provided me with a list of potential teacher educator respondents including their phone numbers. I could then go about independently arranging interviews over the 4 day research trip. This was suitable in terms of respondents deciding if they wanted to participate, when and where.

The CGDE's administrator emailed all partners from participating Ugandan and Lesothan institutions, providing a brief overview of the research and my intention to conduct research field trips. The CGDE's director and post-doctoral researcher also forwarded me a list of potential respondents including contact details. I then began to identify and contact respondents based on their representativeness of government (Education Departments, Higher Education Authority, Irish Aid and Irish Embassies), institutional (college directors and teacher educators) and managerial (coordinators, management and steering committee members) groupings.

In total 52 Irish, Lesothan, Ugandan and Zambian respondents were interviewed in person, with one respondent interviewed over the phone. 9 Irish lecturers representing Mary Immaculate College, St. Patrick's College and University College Cork who had participated in both the CGDE and ZITEP, often concurrently, were contacted requesting their participation in a semi-structured interview. 5 responded and were interviewed. However, it is important to note that the Irish management and steering committee members interviewed from both ZITEP and the CGDE were also full-time lecturers in University College Cork, Mary Immaculate College and St. Patrick's College.

Table 4.4: Details of all Respondents Interviewed

Research Participant Type	Government Education Departments	Irish Aid and Irish Embassies	College of Education Directors	Management and Coordinators	Teacher Educators	Total
Number of Participants Interviewed.	3	11 (1 respondent represented Irish Aid for both the CGDE and ZITEP)	5	7 (2 respondents were also teacher educators, 1 respondent represented management for both partnerships)	31	**56 (52)**
Selection process	Assistance from coordinators	Primarily researcher, with assistance from coordinators and Southern PhD candidates	Researcher and assistance from coordinators	Researcher and assistance from coordinators	Researcher and assistance from coordinators	
Interview process	Approx. one hour semi-structured interview	Approx. one hour semi-structured interview. One telephone interview	Approx. one hour semi-structured interview	Approx. one hour semi-structured interview	Approx. one hour semi-structured interviews	

Interview Process					One interview involving 3 participants, and three interviews involving 2 participants.	

Table 4.5: ZITEP; Zambian Respondents

Teacher Educators	College of Education Directors	Co-ordinator	Management	MoES	Irish Aid	Total
Cassie Deirdre John Peter Sally Alan Michelle Ciara Georgia Jack Mary Stephanie Vera	Cathy Katlyn	Larry	Ciara Alan (also teacher educators).	Robert	Jackie (Zambian education consultant with Irish Aid, Zambia).	**20 (18)** Male: 12, Female: 8

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Table 4.6: ZITEP; Irish Respondents

Teacher Educators	College of Education Directors	Coordinator	Management	Irish Aid	Total
Frida Janice	Anna	Killian	Colm Emer	Ben	**7** Male: 3, Female:4

Table 4.7: CGDE; Ugandan and Lesothan Respondents

Teacher Educators	College of Education Directors	Management	MoE	Irish Aid	Total
Pat Marcus Will Edward Lorcan Tammy Jon Jennifer Steve Wendy Tom Timothy (PTC) Pauline (PTC)	Tina	Betty Lauren	Marion Fergus	Siobhan Trevor Danny	**21** Male: 9, Female:12

Table 4.8: CGDE; Irish Respondents

Teacher Educators	College of Education Directors	Management and Coordinator	Irish Aid	HEA	Total
Marie Emet Simon	Faye	Colm (also case study one management respondent) Patricia John	Ben (also a ZITEP respondent) Matt Patrick	Harry Cian	**12 (10)** Male:3 Female:9

4.7   Interviews

Multiple in-depth, semi-structured, informal and conversational interviews were conducted with respondents, and to a lesser extent, observation and documentary analysis was undertaken.   Interviews were chosen as the primary research method based on the philosophical perspectives outlined above and on the overall qualitative case study research framework, adopted in this investigation.   The researcher is primarily operating from a perspective which views reality as an ever changing process (Eyben, 2008; Kuhn, 2008). Respondent's diverse knowledge, views and understandings were required in subjectively and constructing knowledge.   With regard to the legitimacy of interviews, this research is attempting to gain subjective knowledge concerning a reality embodying process and change. In-depth interviews enabled the researcher to obtain diverse perceptions of key themes.   More importantly, they facilitated depth and nuance concerning complex issues including power asymmetries, which quantitative methods such as surveys would not have allowed.

The interview process began with the distribution of an informed consent form, outlining that participation was voluntary (please see Appendix 3). A participant information sheet was also distributed, which explained in detailed form the origins, nature and potential implications of the study (please see Appendix 4). These forms were forwarded to respondents a number of weeks prior to the interview following with a formal confirmation of the interview location, time and date and a list of potential issues to be addressed. This strategy ensured that respondents had time to reflect upon and consider their involvement in the study and that they may contribute additional themes if they chose. Issues relating to confidentiality were also discussed at the outset. Permission was sought to formally record the interview and one interviewee declined. In this instance detailed notes were taken. The length of the interviews lasted from 40 to 120 minutes. The researcher formally emailed respondents following the interview to say thank you and followed up again with interview transcriptions.

4.7.1 Interview Strategy

Roulston (2010) outlines that the philosophical and theoretical assumptions informing the research should also play a role in determining appropriate interview strategies. In line with this investigation's ontological and epistemological assumptions, interview strategies which facilitated the subjective construction of knowledge concerning processes and change were adopted. Semi-structured interviews, whereby the researcher had previously established themes to address, were deemed most appropriate. These themes were based on the literature reviewed and the conceptual framework adopted and addressed issues including ownership, autonomy, accountability, transparency and mutual capacity development (please see Appendix 5 and Appendix 6). Open and non-leading questions so as to minimise researcher influence were employed. Attention was paid to sequencing and to addressing the same themes with all of the respondents in an attempt to generate valid and reliable data.

Interview data was used in identifying certain patterns concerning specific themes and also to highlight varied perspectives regarding these same themes. A balance between structured and unstructured was sought in an attempt to present subjective accounts, respond to participant's perspectives, compare responses, establish patterns and for the researcher to learn what they do not already know (Cohen et al.2011). In transparently identifying potential themes at the beginning of the interview; explaining the origins, aims and potential implications of the investigation, distributing a participant information sheet and consent form and explaining the researcher's biography, an element of unstructure was introduced whereby issues were allowed to emerge naturally.

This research may also be termed as sensitive, in that it entailed consequences and involved scrutiny (Cohen et al.2011). Accordingly, interview strategies were based on openness and honesty (Alvesson, 2011). However, it is also important to recognise that in facilitating 'friendly discussion' the asymmetric nature of the researcher-researched relationship may be concealed and confessional detail encouraged, which may be used in a manipulative way by the researcher (Roulston, 2010:206). Therefore, a commitment to honesty and transparency concerning the nature and implications of the research including who it was going to benefit and the researcher's motivations for undertaking the investigation was prioritised.

While accepting the relevance of assuming a neutral role so as to minimise researcher influence and construct reliable findings, the researcher also acknowledged Roulston's (2010) suggestions endorsing the value of challenging both the interviewees and myself to think critically about the issues under investigation. In addressing issues of power and imposition, critically questioning assumptions concerning these issues was deemed important. Strategies in this regard included asking difficult questions, intensely probing, fostering debate and if appropriate, challenging responses. Such debate served to enhance the quality and depth of data generated. However, the researcher was also aware of their own limited understandings, imposing their own agenda and/ or patronisingly assuming that respondents were not critically aware.

4.8   Observation

The researcher engaged in formal ZITEP activities including Zambian delegation visits to Ireland in 2009, 2010 and 2011. This engagement involved participation in programmed workshops exploring the structure and principles of teacher education, current challenges in education, constructivist methodologies and their application to physical education and SESE and teaching practice. Engagement in these visits also involved accompanying a Zambian delegation on a visit to a DEIS primary school in Ireland and observing with a Zambian delegation, a class in music education delivered by a teacher educator in Mary Immaculate College. The researcher also attended a ZITEP management committee meeting in April 2010 where the research proposal was presented for approval. During a research field trip in May 2011, the researcher also participated in an inter-college meeting involving Charles Lwanga and Kitwe Colleges of Education, facilitated by both the Zambian and Irish Coordinator.

With regard to the formal activities of the CGDE, the researcher was a CGDE funded PhD candidate. This position afforded the researcher opportunities to engage with a number of CGDE activities. The researcher presented at seminars and symposiums facilitated by the CGDE between 2009 and 2011. These seminars addressed topics concerning education in Africa and the research conducted by Irish, Ugandan and Lesothan partners as part of the CGDE's research programmes. The researcher also attended the official opening of the CGDE in May 2008 and presented at its final symposium held in Mary Immaculate College towards the end of 2011.

4.8.1   Unstructured Observation

Vulliamy et al. (1990) explains structured observation as focused on observing pre-defined objects and subjects with unstructured observation as more concerned with intuition and emergence. Observation enabled the researcher to see behaviour taking place 'in situ', while interviews enhanced the ability to understand and question this behaviour (Cohen et al.2011).

As with the interview process, this research adopted a semi-structured approach to the observation process. In attempting to answer the research question the researcher felt that acting as a full participant in the situation under observation, while also observing according to pre-established themes, was appropriate (Patton, 1990). Maintaining a position of structured and detached observation may have been regarded as intrusive and uncomfortable for all of the partners involved as well as for the researcher. Accordingly, the researcher introduced herself at workshops and seminars as a PhD researcher investigating the nature and implications of partnership and proceeded to participate in activities including icebreakers, splitting in to groups and question and answer sessions.

The aim was to be clear and transparent concerning the researcher's role and the research topic and to observe through fully participating in activities. This involved learning 'with' research participants rather than observing as an objective outsider. By voicing insights and concerns at workshops, in the same manner as other participants, it was an opportunity for the researcher to minimise the objective researcher as expert position. It also made observation a less intrusive and more natural experience. This approach towards observation also tied in with the investigation's interpretive epistemological assumptions and a concern with subjectively constructing knowledge with the research respondents. Throughout programmed workshop activities we were all striving to explore and understand the issues concerned with education and North-South educational partnerships. However, the researcher was also aware of their ethical responsibilities in this regard, striving to maintain honesty and transparency and minimise harm, exploitation or manipulation. Following engagement in these activities, the researcher recorded and reflected upon their observations and experiences in field notes and research logs.

4.9 Data Analysis

This research is primarily descriptive and exploratory in nature focused on documenting partnerships between Irish, Lesothan, Ugandan and Zambian institutions within the context of teacher education development; highlighting themes and issues and exploring patterns regarding behaviours, events, beliefs, attitudes, structures and processes. Data analysis is informed by these foci. Robson (2002) advises that analysis is conducted in accordance with the literature review, which has identified various themes, and the a-priori conceptual framework. Accordingly, interview, observation and documentary data were initially organised, interpreted and evaluated with respect to headings (nodes) including ownership, autonomy, accountability, transparency and mutual capacity development. The sub-themes that emerged relating to issues of power, dependence and agendas were assigned further tags and identifiers. Coded data was also analysed with reference to the conceptual framework, seeking to identify patterns relating to complexity constructs.

Transcription and analysis was conducted with Nvivo, an example of computer assisted qualitative data analysis software (please see Appendix 7). Nvivo made coding of the data with reference to the nodes outlined and the analysis more manageable. Huberman (1994:4) argues that: 'a researcher, who does not use software beyond a word processor, will be hampered in comparison to those who do'. Nvivo was particularly advantageous in terms of sorting through a web of data, enabling reduction and management. While the role of the researcher was not negated, Nvivo enhanced consistency, transparency and credibility (Sarantakos, 2005).

4.10 Ethical Implications

The accommodation of ethical concerns was a guiding principle throughout the research process. Ethical concerns regarding the impact of the research on the case organisations and access to and treatment of research respondents was off particular concern. Ethical considerations regarding the management and storage of the data collected was also addressed.

In order to understand and incorporate ethical issues, the Mary Immaculate College Research Ethics Committee (MIREC) further supported the author, a student at Mary Immaculate College. MIREC has responsibility for all aspects of research ethics as they relate to research projects carried out by MIC staff and MIC research post-graduates, where the projects involve human participants. All research involving human participants conducted by a research post-graduate student as part of his/her course of study, requires prior approval by MIREC.

Following MIREC's guidelines, the researcher addressed the following areas when accommodating ethical concerns:

- Informed Consent: In the participant information form and informed consent forms, the researcher provided research participants with clear and open information concerning the research project and the procedures involved to human participants. It was also highlighted that participation was voluntary, that participants were free to refuse to answer any questions at any time and had a right to withdraw their participation at any time.
- Privacy and Confidentiality: Regarding naming the case organisations, it was decided that pseudonyms would be adopted. Research participant's confidentiality is respected at all times. Participants were provided with copies of transcripts so as to ensure that their views and opinions were accurately presented. Current data protection legislation informed data management and storage.
- Risk assessment: This research has been carried out with a view to benefitting human participants and society in general. The research has not caused unacceptable harm and any potential risks were identified to participants regarding their participation.

The researcher also referred to the 1997 Australian National Statement on the Ethical Conduct of Research with Human Subjects in determining the ethical principles which guided this research. In this regard, principles including: Rights (respect for persons): participants should be treated and protected as autonomous agents and having their own views listened to and respected; Beneficence (best outcomes): the obligation to maximise possible benefits and (non-munificence: the obligation to do no harm or to minimise harm) and Justice: addressing who ought to receive the benefits of research and bear its burdens, were continually deliberated upon and implemented by the researcher.

5.11   Conclusion

This chapter has identified the philosophical and theoretical assumptions guiding the research process. As such, a view of the social world as an emerging, interdependent and self-organising process has been adopted together with a subjective methodological stance, which will provide a comprehensive and reliable description of partnerships between Irish, Ugandan, Lesothan and Zambian educational institutions. A qualitative and multiple case study framework is utilised, underpinned by complexity constructs, which will enable the research question to be addressed in a relevant, in-depth and nuanced manner and within its real life context. Methods of data collection and analysis encompassing semi-structured interviews, observation and secondary documents were explored with particular reference to validity and reliability. Finally, the importance of ethical concerns have been outlined. The following Chapter 5 proceeds to document the findings gathered.

Chapter 5: Findings

5.0   Introduction

In the following chapter findings gathered from the primary research conducted at the multi-case study research sites are presented. The principal research question is: 'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian institutions within the context of teacher education development enable equitable development relations and attain relevant development goals?' As identified in the introductory chapter, sub-questions are concerned with the extent to which the partnerships demonstrate ownership, accountability and transparency, shared autonomy and mutual knowledge sharing and capacity development. Accordingly, and building on issues further identified in the literature survey and conceptual framework, the following themes have informed the research methodology and the presentation of findings: ownership, accountability, transparency and mutual knowledge sharing and capacity development. The theme of mutual autonomy is addressed within these themes.

5.1   ZITEP: Ownership

In an effort to explore the extent to which ownership was demonstrated in ZITEP, with particular respect to Zambian partners, the following issues were explored in interviews, observation and the review of secondary documentation:

- The origins of ZITEP
- The alignment of ZITEP with Zambian ministerial and institutional planning and policy and with the professional development needs of Zambian teacher educators
- The collaborative nature of Zambian contexts.

Findings concerning the origins of ZITEP show that its initial impetus emerged within the DoES, Ireland under the then Minister for Education. In early 2007, the then minister invited representatives from all five Irish teacher education institutions to discuss the potential for an initiative between Ireland and Zambia; an initiative that would focus on educational development in Zambia.

Following a confirmation of interest by all five Irish institutions, a scoping trip to Zambia was arranged involving the president of St. Patricks College, Dublin; the institution selected to lead the initiative in Ireland, the Minister for Education, Ireland and representatives from the DoES, Ireland and from Irish Aid. This trip involved meetings with the Zambian MoES and educational institutions and representatives, in an effort to determine the nature of a potential initiative.

On conclusion of this trip, the Irish Minister for Education confirmed the availability of a fund to facilitate cooperation between Irish and Zambian educational institutions, which would prioritise teacher education development in Zambia. A second visit was then organised and implemented involving meetings between those Zambian educational institutions which had been selected by the Zambian MoES, together with independent consultants, Irish Aid and Irish teacher education institution representatives. The Zambian institutions selected by the Zambian MoES were Charles Lwanga College of Education; a private Jesuit College based in Southern Zambia and Kitwe College of Education; a government institution located in Northern Zambia. It was identified that these colleges were selected based on capacity needs; Charles Lwanga College of Education was regarded as in a stronger position, with Kitwe College of Education understood as being weaker in terms of capacity needs:

> '....agreed to have one better placed college and another not so well placed in terms of their capacity......get lessons from both types of colleges, those ones that are well capacitated and ones that are not......lessons from both situations so that there would be more learning. Could have taken one from Lusaka, it would have made our life easier!.....so that there would be more learning' (Jackie, Irish Aid, Zambia).

As regards the reasoning behind the Irish DoES' interest in engaging with Zambia, it was identified that a DoES staff member had travelled there previously on a development aid related initiative.

Over the course of one year, during which a Zambian delegation also visited Ireland, a detailed proposal emerged, funding was secured for a three year programme and ZITEP was officially established in late 2008. Though the opportunity to re-apply for funding after three years was made available, this was not taken up and ZITEP officially ceased operations in 2011.

Findings concerning the origins of ZITEP indicate the primacy of a supply driven approach and and the restrictive implications this had for Zambian ownership. ZITEP emerged within the Irish DoES and was presented to Zambian partners rather than its emergence within Zambian educational planning and policy dialogue, which was identified as necessary in strengthening Zambian ownership:

> '...should have began out of policy dialogue in Zambia,....rather than flying in…not linked in with how the donor community wanted to proceed, with principles such as for example alignment, harmonisation and so on...'(Jackie, Irish Aid, Zambia);

> '...coming from a supply driven approach as opposed to a demand, they didn't ask for it...' (Ben, Irish Aid, Ireland);

> '...we were basically brought together as a technical team sent out to write a project about something to do with teacher education in Zambia and in Ireland...wasn't as if we had naturally come to that conclusion and equally it didn't seem as if the colleges and so forth in Zambia had naturally come to that conclusion either...' (Colm, Management, Ireland);

> 'I would say we want it very much.....but the situation....the Irish people are [the] ones who came to us: "we want you to be partners with us"....if they are the ones who came to us....they also want it....we received their request when we agree to be partners....its not like the Zambians went to them......' (Vera, Teacher Educator/Management, Kitwe CoE);

'..if you already have your strategy plan and objectives, you say we will work around objective one and develop a partnership.....then you do not feel that it is taking you out of what you basically do and so the ownership is much much stronger because your partner is coming into what you are already doing.....people came here from Ireland....to develop a project and so it has always remained in the minds, even of the colleges, that this is a project, it is not our core business so it tends to suffer....' (Robert, MoES, Zambia).

Findings further identify the primacy of opportunistic motivations based on the availability of funding as opposed to collaborative Zambian planning and the distortive implications for Zambian ownership. Irish partners in particular, identified that financial incentives including per-diems were a particularly strong motivation for Zambian partners in economically constrained contexts. It was further identified that the primacy of financial motivations in a Zambian context can serve to distort a genuine needs analysis, whereby Zambian partners are inclined to agree to a partnership so as to ensure access to funding and resources:

'...of course, people follow the money and it creates, determines particular types of relationship...that's not distinct to Zambia...higher education has been run like that in Ireland for the last while...' (Anna, College Director, Ireland);

'If you are under enough pressure and you see resources coming in, of course you are accommodating to that...' (Ben, Irish Aid, Ireland);

'funding is one thing that can really distort motivation....we have found that to be a **big** distortion of motivation on the Zambian side, quite honestly. The big priority at the beginning, for the ministry and college management, was to get a vehicle for this project and that was a deal breaker: "if you don't get us a vehicle we are not playing ball"…' (Killian, Management, Ireland);

'...there was certainly never any reticence on the issue of per diems.....quite taken aback.....it took a while to get used to that....then you'd say, well its alright for us to have that feeling when we have higher incomes....[in Ireland] that culture is there, except probably more subtly expressed sometimes....' (Anna, College Director, Ireland);

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'Well the money thing is an issue...I can understand that people are in a context where money is a difficulty...that they will go for options that will allow them to earn extra money...we are in no position to judge that. I think the difficulty is that you never know whether people will just agree with you just to get what they want out of it...to get the thing going...to get that link, to get that resource...' (Colm, Management, Ireland).

Moreover, it was suggested that ZITEP was over-funded, further distorting Zambian motivation and ownership:

'there is an issue of over-funding a project because it distorts motivation.....the project was over-funded.....that has been a huge factor in lack of transparency' (Killian, Management, Ireland);

'We didn't spend all of the money that we had. If it continues there will be some funding to kick start the second phase, if not, the money goes back to Irish Aid. Prefer to give it back than spend it badly......human thing of saying there is money there let's spend it........it couldn't have happened with out the money....but as it turned out we made do with less money.......' (Anna, College Director, Ireland).

The prominence of the Irish DoES in conceptualising ZITEP was further cited as limiting ownership at an Irish Aid level, with particular respect to Irish Aid in Zambia:

'...I need to stress that Irish Aid, Zambia, initially, was not actually involved in the development of the project, it was essentially between the MoE in Zambia and Irish Aid at HQ. The position really was that, how can I put it...initially there was resisitance from Irish Aid, Zambia to get involved.....that resistance was worn down. When it became clear that this project was going to be put in place, Irish Aid, Zambia had no choice to get involved, go ahead……....' (Jackie, Irish Aid, Zambia);

Similarly, a mid-term review of ZITEP conducted in 2010 identified how:

'As a programme it was 'conceived' in a political environment......ZITEP was the brainchild of two political powers – the national education minters of both countries.....it could be argued that ZITEP was imposed on the Irish Aid/Ministry of Foreign Affairs and on the Zambian Ministry of Education; it did not emerge from the usual forum – the policy dialogue institutional framework in the context of the JASZ (Joint Aid strategy for Zambia)' (Irish Aid, 2010a: 36).

While Irish Aid, both in both Zambia and Ireland, were initially unsupportive of ZITEP's emergence within the Irish DoES, it was found that as the partnership progressed so too did their support:

'...Irish Aid did not want this programme, but they did not make this clear enough to the Department of Education in Ireland...at the begining we felt that we had no support...eventually they did support us...' (Emer, Management, Ireland);

'...Irish Aid were doubtful at the begining, then they came on board...huge admiration for their support of the project...more than just doing a professional job, at different times they intervened to smooth the way...whatever was achieved in the project couldn't have been achieved without their engagement...' (Anna, College Director, Ireland).

Furthermore, the prominence of both Zambian and Irish ministerial departments in conceptualising ZITEP was identified as diminishing Zambian institutional participation:

'ZITEP was agreed between the minister in Ireland and the minister in Zambia...after that....it was left to the technocrats to work out details of the partnership...' (Cathy, College Director, Zambia);

'It came about because the Irish and Zambian governments met the top management team...' (Katlyn, College Director, Zambia).

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In further exploring the role and nature of Zambian ministerial participation, though a supply driven approach was asserted as restricting Zambian ownership, Irish managerial respondents prioritised shared and collaborative Zambian ownership over placing priority on the partnership's emergence in a Zambian context:

'...could be something that the colleges could be genuinely interested in….the importance is....whether the people who are going to be involved in the implementation are going to be enabled to take ownership over it.......... (Killian, Management, Ireland);

'Motivations are not necessarily something that happen at the begining...once people get an opportunity...motivations emerge because opportunity presents itself..' (Emer, Management, Ireland).

The hierarchical nature of the Zambian education system was found to limit the extent to which ZITEP could become collaboratively owned by all partners. That the Zambian ministry, followed by college directors, played a dominant role in both initial planning and throughout the operationalisation of the partnership was identified. The hierarchical nature of the Zambian system, whereby institutions and educators maintain limited autonomy, was found:

'…principals and ministry do most of talking...really the work plan reflects what they are saying...people in a position of power are reluctant to relinquish any of that...everything is **so** centralised in Zambia, one person oversees all colleges of education and all teaching resource centres...and signs off on every little aspect, every little part…'(Killian, Management, Ireland);

'...so this person may have been involved in developing the document but the person above them, may not have been involved, will make a decision and the person underneath just has to abide by it...if you want a partnership where people are empowered to direct the process or the content...you need to have as little a hierarchy as possible…within Zambia there is a hierarchical structure which cannot change overnight...you cannot work in a partnership within that structure, it's impossible, it's not a partnership...' (Killian, Management, Ireland);

'...the questions for me were not so much North-South problems, they were more, partnership with who or whose voice, who is the partnership actually with? Was it with the Ministry of Education or was it with the teacher education section or was it a partnership between the staff in the colleges here and the staff at the colleges in Zambia?' (Anna, College Director, Ireland);

'...the motivation to get involved was they [Zambian colleges of education] didn't have a choice' (Emer, Management, Ireland);

'..if the ministry in Zambia had a consultation with the colleges, teachers, schools.....and felt that a partnership like ZITEP would be helpful.........don't see a difficulty with them being the ones to broker the partnership........equally if the MoE in Ireland gleaned from its people....I don't think the two ministries initiating partnership is the problem.....the problem is that other step wasn't there..' (Colm, Management, Ireland);

'....rules are very important....the lack of flexibity on rules, regulations, systems, process, is very strong in Zambia......very traditional civil service, hierarchical.....' (Ben, Irish Aid, Ireland);

'I think the understanding from the Irish partners is that as soon as the money gets in to the account, that money should be spent... but then with us here we have a system, ok, where permission again is sought from the Permanent Secretary.....with us to communicate officially everything must be written and signed, there is this different culture...' (Larry, Management, Zambia).

The dominance of the Zambian ministry at the expense of institutions was further supported by the ZITEP mid-term review:

'The Ministry of Education in Zambia gradually took on a management role and style that did not promote the concept of partnership........The management structure did not give the Principals, who can be said to be the 'anchors' of the programme, the authority and support necessary to guide the programme.' (Irish Aid, 2010a: 8).

Out of the thirteen Zambian teacher educators interviewed, six directly expressed their concern for the dominant role played by the Zambian MoES. In this regard, bureaucratic and time consuming government mechanisms which incurred lengthy delays with respect to decision making and the disbursement of funding were identified:

'...most of the projects cannot take place in time because the funding does not usually come in time [from the ministry], we just have to pressurise...it takes a long time...we had to keep pressurising them: "please give us the money"...finally a small amount is given to us, but it could have better...' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'......it should be left to us to decide....why should they make any decisions if they are not putting in anything.........it's not that nothing is going on.....if they have not contributed anything then they can't tell you what to do......' (Vera, Teacher Educator, Kitwe CoE);

'....it took time, we had the activities lined up but we couldn't carry them out....once the money is in the MoE, it is different in your world, here.....oh......its a jigsaw puuzle, you can't get it.........we were just there wth our plans on papers....eventually it was released....at that stage we were saying: "you know what's the use, maybe we should just stop it".......that kind of feeling.........(Alan, Teacher Educator/Management, Charles Lwanga, CoE);

'...funding is coming through the MoE and you have to follow protocol and bureaucracy....that has delayed activities......funds are not available..…' (Cassie, Teacher Educator/Management, Charles Lwanga CoE).

The dominance of the Zambian MoES in interpreting and measuring outcomes for Zambian teacher educators, based on limited knowledge, was also found:

'it is one sided by people who are not really experienced, unless they let us evaluate because we have experienced it...these exchanges are very good...' (Vera, Teacher Educator, Kitwe CoE);

'….maybe if the government officials go along to see what is happening and when our friends from Ireland come, that they come and see...not just depending on heresay...monitor what is happening...' (Stephanie, Teacher Educator/Management, Kitwe CoE).

In this context, the need for Irish Aid to play a stronger role in ensuring accountable and transparent monitoring and evaluation mechanisms was endorsed:

'...formative assessment...at the end of the process...sumative...what next, should we continue what we are doing, or do it another way?...apart from funding, also supervision...donors should also have their own monitors...this feedback is important...I would like to think that donors are monitoring...they have the right to impose and say: "no, not this way"...I would hope that they would do so...especially when we are moving in a different direction...' (John, Teacher Educator, Charles Lwanga CoE).

In a similar vein, the role of Irish partners with respect to diluting the dominant role of the Zambian MoES was identified:

'...I would be getting emails from the ministry saying: "nobody wants you over here" at the same time I'm getting emails from the lecturers saying: "when are you coming,, we have had a meeting, when are you coming?"...' (Killian, Management, Ireland).

However, findings further demonstrate the very complex nature of Zambian ministerial involvement. The right of the Zambian ministry to play a role in ZITEP was identified:

'I represent the Ministry of Education because we receive a grant from the Ministry of Education, so the Ministry of Education has a say in what goes on in Charles Lwanga...' (Cathy, College Director, Zambia).

That Zambian educational institutions require the support of the ministry, whereby a reduction in their role could be counterproductive was identified:

> '...yes in the sense that things happen in the college and we are the best people to say this is how it should be done...no in the sense that when it is done here…they don't somehow take responsibility and ownership and even push it, because they feel that it is not their baby, they would rather leave it with the college to fend for themselves' (Katlyn, College Director, Zambia).

The diminished capacity of both institutions and teacher educators to function effectively without the support of the ministry was also identified: 'because sometimes people don't have the capacity or the experience to engage...' (Ben, Irish Aid, Ireland). Moreover, that Zambian teacher educators may be unwilling to accept increased autonomy and responsibility was also indicated. Ordinary Zambian teacher educators, who did not adopt a managerial role in ZITEP, indicated the benefits of a hierarchy clearly specifying the roles and responsibilities of all partners, citing further that as teacher educators they are not inclined towards engaging at ministerial and management level:

> '...I cannot talk of financial matters at my level, I don't belong to that sector..I don't know how they deal with their transparency of money transactions...how they arrange the trips how they book the tickets...that is not my area' (Georgia, Teacher Educator, Charles Lwanga CoE);

> '….each partner has a different role to play; they perform different roles...others are at the grassroots like the primary schools...colleges....they do a different part of the job...the Ministry also do their own share...the Irish also do their share...' (Michelle, Teacher Educator, Charles Lwanga CoE);

In further exploring the role of the ministry, a high number of Zambian teacher educators indicated that the ministry are in a position to contribute financially and have a responsibility to do so, in both justifying their participation and in strengthening Zambian ownership and autonomy. The need to clarify contributions both monetary and otherwise was emphasised in this context:

'Right from the begining, I was not comfortable with one part, that the resources in terms of funds would be coming from Irelend...partnership means that if you are in business you put in 50%, I put in 50% so we both own the thing...but now for me...its one sided….I would have preferred if the government puts in something...you know, even a quarter, so for me that part does not represent partnership' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

 '...would be better if both contribute financially…I think we can...the MoE can make a contribution...its better if they do because we should share responsibilities...we have students here, when they come in to the college they pay something, what they pay is not enough to keep them here, so the government puts in something...we are sharing responsibilities with the government, this is a partnership...there is an understanding...not a risk as such, its responsibility. Putting in something does not have to be interpreted in monetary terms....even just infrastructure is a way of contributing......I would wish our government puts in something....so we are not a burden' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'you can have a true partnership where one has more resources, resources is not just money, human resources are a resource. I can say in this partnership I don't have the money but I am bringing in my expertise.....which would be equivalent to the $10 you put in....so we will have equal voting rights and so on because my human capacity and your resources are matching....we feel we are still equal partners....' (Robert, MoE, Zambia).

Findings illustrate that ZITEP did not establish an appropriate role for the Zambian ministry and the neccessity of this role in enabling a programmatic rather than a stand-alone project approach, thereby ensuring systemic and sustained impacts:

'...these institutional arrangements are so important to get right from the begining and that didn't happen...need to move away from what is essentially a project approach, not because projects aren't successfull but they tend to be successfull where they sit.....we need to ensure that the system of education benefits the poorest people......[this requires] policy dialogue with the ministry around issues [including] girls education, quality, teacher quality.....[to ensure that] educational services are avaliable in the poorest areas to poorest children.....[to ensure] strong financial management, policy influencing, policy dialogue.....'. (Ben, Irish Aid, Ireland);

'Yes, institutions can partner without the ministry if they want to but if you want the initiatves that are being undertaken to be mainstreamed or scaled up then you would want the ministry involved...' (Colm, Management, Ireland);

Similarly, the interdependent nature of the Zambian teacher education system was also identified as necessitating governmental involvement:

'...the needs of teacher education institutions are also needs of the Ministry of Education, the Ministry of Education is an umbrella' (Larry, Management, Zambia).

These discussions further identified a lack of Irish understanding and insight regarding Zambian institutional dynamics and environments:

'[lacking]...an analysis of what is going on around it...what other models are out there...where do we fit in...out of all of the things that we could be doing is this the best...' (Ben, Irish Aid, Ireland).

That Irish partners did not plan for implementing the partnership within a centralised and hierarchical Zambian education system, wherein institutions and educators hold little autonomy, was found:

'perhaps this issue should have been understood earlier, for project design to take this into account...a limit to how much the colleges in Zambia could do on their own, they had to pass by decisions to the Ministry of Education right down to which lecturers, who went to Ireland' (Jackie, Irish Aid, Zambia);

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'I think there was a naivity around how things work....' (Ben, Irish Aid, Ireland);

'Body of information on this out there: Education International, World Bank, conferences on research and education. Third level institutions can engage with this information…..see what is happening first..' (Patrick, Irish Aid, Ireland).

That considerable time is required to gain this understanding was further identified:

'...I understand the Zambian context very well, sometimes the problems I go through as a Zambian can be best understood by a Zambian...sometimes we need to appreciate that in the partnership, if we Irish assume that we understand everything that would be wrong...sometimes we need to live with the people, for two years or so, for you to appreciate other things' (Peter, Teacher Educator, Charles Lwanga CoE);

'where are the opportunities, where are the entry points, where are the right people in the right places.....in order to get to that....required a little bit more time....bringing the right people in to ask the right questions of the right people, would have been more usefull....' (Ben, Irish Aid, Ireland);

'To be fair, my question would be what would have been the basis for trust in this partnership, given that there hadn't been any linkages between the institutions before, the lecturers had not been given that much information before. It was a new relationship....trust builds slowly, what was the basis for starting with trust? (Jackie, Irish Aid, Zambia).

With respect to the existence of Zambian national planning and ZITEP's alignment with these plans, findings identify much documentation concerning educational development in Zambia including the Fifth National Development Plan's (2006-2010); the Education Sector National Implementation Framework (2008-2010) (NIF), '*Implementing the Fifth National Development Plan*'; the 'Annual Work Plan' (2007), Directorate of Teacher Education and Specialised Services (TESS); 'Teacher Education and Specialised Services: Teacher Education Programmes Road Map' (2009), Teacher Education Department, Zambia.

ZITEP's proposal (2008:6-9) details its alignment with the concerns and needs highlighted in these plans including gender equity, the damaging implications of HIV and Aids, high illiteracy levels and poor educational quality and completion (St. Patrick's College, 2008). This proposal also details ZITEPs alignment with the teacher education priorities outlined in the Zambian Education Sector National Implementation Framework (2008-2010) (NIF), *'Implementing the Fifth National Development Plan'*, which prioritises subject knowledge, pedagogical skills, methodologies and technologies, continuing professional development and the pedagogical skills of serving teachers, quantitative and qualitative improvements in literacy education service delivery and the quality of newly trained teachers. ZITEP's (2008: 6-9) proposal further outlines its alignment with a TESS Review (2007) of the then existing Zambian Teacher Education Course (ZATEC) addressing the structure and duration of teacher training courses, which highlighted concerns including the overly theoretical nature of teacher training courses and the need to strengthen the linkages between resource centres and colleges of education with respect to Continuing Professional Development (CPD) (St. Patrick's College of Education, 2008).

These findings show a strong relationship between ZITEP's objectives and Zambian teacher education policy and planning. Moreover, findings collated from semi-structured interviews document participatory and inclusive initial meetings whereby Irish partners met and talked with a wide number and range of Zambian educational representatives. Following the agreement of a fund, an extensive needs analysis was conducted over the course of one year involving consultant reports, Irish partners visiting with institutions in Zambia and a Zambian delegation visiting Ireland which culminated in the signing of an MoU (Please see Appendix 8).

Irish respondents emphasised that their intention was not to dominate this process, that the needs of Zambian partners were paramount and that principles including ownership were prioritised:

> '...a huge pre-occupation in the project, drawing it up and then trying to roll it out...to ensure that there was ownership, not we decide and this is what you do...' (Anna, College Director, Ireland);

> '...at no stage did I feel that the Irish minister or anyone of their team was saying: "we have all of the answers, or we have nothing to learn"...it certainly wasn't like that...' (Ben, Irish Aid, Ireland).

Findings also demonstrate that ZITEP was aligned with Zambian institutional planning and needs:

> 'the most important is sharing and exchanging the pedagogical information related to classroom practice, because of the challenges that we have in Zambia...large classes and little learning materials...we felt that is was an opportunity for us to partner with another institution in Ireland so that we could go and see how our colleagues do things and as we see, we may be able to learn one or two things which we could also try to apply and see if it would also work for us' (Katlyn, College Director, Zambia);

> 'I look at what our mission is and then I see how how it might be helped out by this extra help, so that I don't loose the focus from what I have planned to achieve, because a partnership is supposed to help you in what your strategic goals are, that is why when this was being developed the NIF was at the centre of it, so that it doesn't become a parellel programme to what is in the college, it enhances what is already existing....

.....not a new thing, then everybody is lost into it and when it is over we say: "wait a minute, where did we leave our work?" This did not happen in ZITEP, we have done that, this is one of my roles to make sure that we are not lost in to all of these programmes because there are a lot of programmes going on in Zambia.....we don't start going to the moon when our objective is not to go to the moon...' (Cathy, College Director, Zambia).

Zambian teacher educators were particularly satisfied that the focus of ZITEP was strongly aligned with their professional needs with respect to enhancing methodological and pedagogical knowledge and practice:

'[to learn about] learner centred approaches, where learners participate in our lessons' (John, Teacher Educator, Charles Lwanga CoE);

'methodology....teaching using ICT..' (Mary, Teacher Educator, Kitwe CoE);

'...how do the Irish people introduce their lessons...teaching and learning resources...what is the role of the teacher/lecturer in lesson implementations...looked forward to seeing that and look for the differences' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

'…teaching experience in primary school...a lot of lecturers had not got experience with primary schools...experiences of primary methodology teaching' (Georgia, Teacher Educator, Kitwe CoE);

'nowadays you don't stay as an island...you belong to a community of practitioners, we at Kitwe, we have our own way of doing things and we wanted to share and learn from other people........' (Stephanie, Teacher Educator/Management, Kitwe CoE).

In further exploring ownership on behalf of Zambian teacher educators, a lack of teacher educator autonomy is apparent in findings which show that teacher educators in Charles Lwanga CoE were informed of their obligation to participate rather than encouraged to voluntarily participate based on their needs and interests:

'first of all my principal had to make a choice of who should go...the principal is given that perogative, to identify which individual should go to represent their study area' (Ciara, Teacher Educator, Charles Lwanga CoE);

'We were told that individuals would be selected to join the group' (Deirdre, Teacher Educator, Charles Lwanga CoE);

'the lecturers just hear that they are going , we are just told, the names are told....what happens, we don't know...they haven't put it to us how we are selected' (John, Teacher Educator, Charles Lwanga CoE);

'maybe.....making it a bit more voluntary...those that are not too committed from the word go can say: "sorry, I can't participate" but those that do, participate' (Cassie, Teacher Educator/Management, Charles Lwanga CoE).

Findings collated from Kitwe CoE identify a more participative approach to teacher educator participation:

'Irish lecturers visited us, who had been sent by the Irish government through our government...they came actually to see whether it was possible for a college to start a partnership....management here asked me to lead the partnership....to meet them and come up with whatever answers they were looking for....that is how I personally joined. We formed a small group of eight lecturers...we met with them [the delegation] the whole day....we discussed they asked us questions, we asked them questions' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'The selection in most cases...what can I say...is fair....you cannot all go.....have to look at the potential of somebody....is he going to come back and share these ideas.....and is he going to implement what he learned...make change in the institution (Jack, Teacher Educator, Kitwe CoE);

'so they came we sat down and we looked at the partnership...it was quite fruitful there were a lot of issues we discussed, in fact very interesting issues........from there we had to draw up certain guidelines....' (Georgia, Teacher Educator, Kitwe CoE).

A key finding with respect to Zambian institutional and teacher educator ownership was that a continually changing personnel impedes ownership and commitment:

'some people who are very much involved have since moved, some have been transferred...others promoted...gone for studies...factors that disturb motivation' (Sally, Teacher Educator, Kitwe CoE);

'I think for Charles Lwanga...[name of principal] was the vice principal when these partnership discussions started.....then [they] became the principal...has a better understanding than what would have been the case in Kitwe CoE, where there were different vice principals. The point I'm making, my visit to Kitwe CoE, I got the impression that the principal for instance, knew hardly anything about the partnership, it was the vice principal [who was initially involved]......did not know anything about the partnership, was not involved in any initial discussions...was unaware of what the partnership was about' (Jackie, Irish Aid, Zambia);

'what happens is........personnel changes, key people change, even in the ministry a key person changed....time moves on and people forget what was agreed...' (Killian, Management, Ireland).

ZITEP's mid-term review also acknowledges the damaging implications of a continually changing Zambian staff base for ownership and commitment:

'The Principals of Kitwe and Charles Lwanga colleges of education were not the original principals who were involved in the design of the programmes and thus there was some time lag in the full 'buying into' the programme by the new Principals' (Irish Aid, 2010a:8).

As identified previously, findings show a strong relationship between those teacher education development needs outlined in Zambian planning and policy and ZITEP's goals and objectives. However, further discussion regarding ownership on a Zambian ministerial level illustrates that though the partnership was aligned with broader Zambian planning, the methods favoured by ZITEP were not particularly supported by the Zambian MoES. The Zambian MoES favoured instead a partnership involving a larger number of Zambian institutions; potentially focusing on the joint establishment, implementation and coordination of academic modules. This was regarded as a more practical and sustainable initiative by the Zambian ministry:

'when you look at the cost of flying in, accomodating lecturers...if you had invested that amount into the infrastructure that helps you to learn...have a better communication system...mechanisms where you still have the link...even when it is over...for a course or a programme that is being run by [an Irish teacher education institution] is offered in Zambia...people enrol on it or do it on line...the Irish lecturers are then coming to support the programme [and] the Zambian lecturers...so that the exchange visits are around the programme, that to me would be much more sustainable......if we are going to offer a diploma course, whether students in Ireland or Zambia will take it...it has to have this standard...it helps to bring the college to that level...(Robert, Zambian MoES);

'I would say that initially there was difficulties actually in integrating it in to what was happening here in teacher education. In 2007, the MoE in Zambia took a number of decisions concerning teacher eduction....setting up something like what ZITEP has come to be was not part of what was being envisaged by the ministry......

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......in a sense, although the visit of the minister was early 2007, looking at the documentation of the Zambian ministry's workshop at the end of that year, I did not feel that there was any attempt to try and accomodate this, because at that time the project was being developed...being developed as a seperate kind of undertaking....not really part of the ministry's overall plan for teacher education. This is not to say that the project was completly outside what the minister wanted....generally the ministry wants to enhance teacher education, it was just that.......more the approach which was not envisaged' (Jackie, Irish Aid, Zambia).

The Zambian ministry asserted that they favoured playing a stronger role in devising the partnership's activities rather than implementing a partnership whose activities had already been decided in Ireland:

'...both countries wanted a partnership...[they decided] it should be a college based project...talking about teacher effectiveness and competencies...it was then, how then do we bring to realisation what has already been agreed at that high level?...we had to try and fit in to that agreement...a framework is given for you in which you fit in...' (Robert, MoES Zambia).

Similarly, two Zambian teacher educators, one of whom was involved in a managerial capacity, identified that their initial needs related to acquiring accredited qualifications:

'...at that point...our main concern was upgrading of our qualifications because 50 to 60% of us had not yet attained degrees...we looked at it from that point of view, that it may open an opportunity for us to upgrade both academically and professionally...because most of us had come from high schools promoted to colleges' (Vera, Teacher Educator, Kitwe CoE).

Irish partners confirmed that the establishment of such an ambitious initiative would incur significant financial costs and was also challenging to implement due the autonomous structure of Irish teacher education institutions, and the implications this would have in terms of establishing Irish institutional responsibility for accreditation. Irish partners also explained that initially they were concerned with establishing a smaller initiative which if successful, could be expanded and rolled out.

There was disappointment with this decision:

> 'most people felt dissapointed because since it is started by the Ministries of Education in Ireland and Zambia and they asked us what our needs were, we thought it would be taken up because that was our main cry...but I think when it came to funding and college independence…they couldn't pick it up...it was a let down to most of us...but all the same we joined the partnership' (Stephanie, Teacher Educator/Management, Kitwe CoE).

As identified, a pre-dominantly hierarchical Zambian system comprising dominant ministry and institutional management was found to restrict the autonomy of Zambian teacher educators and their collaborative participation in ZITEP. Findings further indicate that this dominance informed an Irish institutional preference for engaging directly with Zambian teacher educators, so as to ensure that their needs were the priority. A concern with enabling a direct and unfettered capacity exchange process between Irish and Zambian teacher educators, which would prioritise pedagogy and subject areas, was endorsed by Irish partners:

> 'our preference for the project all along was to get colleges here and staff here working with colleges and staff in Zambia...cut out the middle man...even get the presidents of the colleges out of the way...once you put somebody who is teaching literacy or numeracy or environmental studies in St. Patricks or in Marino together with somebody who is teaching it in Charles Lwanga or in Kitwe...you get something that is quite creative' (Anna, College Director, Ireland).

The preference for engaging directly with Zambian teacher educators was also related to an Irish interest in contributing towards the development of Zambian teacher educators as an autonomous and professional body, which would build on the associated strengths and experiences of Irish teacher educators. That a focus on Zambian teacher educator autonomy and professionalisation reflected contemporary currents was identified:

'...one of the problems identified in the needs analysis, when it was originally done, was that...pecking order in the colleges...if you were in primary education you weren't paid as much as someone in secondary education teacher education...if you were any good in primary education, your aim and ambition was to move up into secondary teacher education...isn't quite the same as in Ireland...in primary teacher education colleges, [there is] a very strong sense of who they are and what they do...' (Anna, College Director, Ireland);

'I want to see the lecturers enabled to be agents of their own change, for the lecturers to be the professionals that they are supposed to be....the lecturers have always delivered a curriculum that has been developed by outside consultants...there is a move within Zambia for the re-professionalising of lecturers, just this year they are now responsible for developing and assessing their own curriculum' (Killian, Mnagement, Ireland).

'previously our system in Zambia was examination oriented......external examiners examining our students...we would need to finish the syllabus....also, we don't know what questions would come, where they would come from.........so we would look at some of the methodologies which are very effective but because they take a lot of time, so by using them it's like you will not complete the work.....the best way was to use the short cut, which are not effective........but now, what I see is we examine the students ourselves...now there is more time……that way we feel since we got that leeway we are more relaxed...we can even use the methods we were avoiding. Before we say we don't have the time to use the methods, now we feel that we own the syllabus (Alan, Teacher Educator/Management, Charles Lwanga CoE).

However, it was also acknowledged by an Irish managerial partner that on reflection, the infrastructural needs advocated by the Zambian ministry were important but not catered to by Irish partners.

'...it was a pity that more of the money wasn't spent on developing the IT infrastructure...IT training and developing the moodle site so that staffs could continue to work effecively together after the partnership has officially finished. I regret that a bit more money wasn't spent on developing the Zambian infrastructure at the begining...' (Anna, College Director, Ireland).

To summarise, findings concerning ownership within ZITEP include:

- The prominence of a supply driven approach limits Zambian ownership and supports opportunistic motivations
- The origins of ZITEP within the Irish DoES challenged ownership at an Irish Aid level, both in Ireland and within the Irish Embassy in Zambia
- Pre-dominant hierarchical Zambian contexts diminish institutional and teacher educator autonomy and obstruct the operationalisation of a partnership model. Increased intervention and support by all partners is required in this regard
- An appropriate role for the Zambian ministry was not located resulting in their lack of ownership and commitment. A belief is prevalent amongst Zambian teacher educators that the Zambian ministry must make a financial contribution so as to strengthen Zambian ownership and autonomy
- A lack of Irish understanding and insight regarding Zambian institutional dynamics and environments impedes Zambian ownership
- Though a strong relationship exists between ZITEP's objectives and Zambian ministerial, institutional and teacher educator planning and needs, conflict with respect to negotiating the partnerships activities was found. The preferences of Irish partners, with respect to teacher educator autonomy, were prioritised. More compromise, on behalf of Irish partners, is required in initial negotations.

The following section proceeds to outline findings depicting ownership within the CGDE, organised in alignment with those same themes addressed in ZITEP.

5.2   CGDE: Ownership

The CGDE originated under Round 1 of the Programme for Strategic Cooperation between Irish Aid and Higher Education and Research Institutes 2007-2011 (PSC). In 2012, the CGDE reapplied for funding under Round 111 of the PSC but was unsuccessfull and so ceased operations in 2011. The Higher Education Authority (HEA) was initially approached by Irish Aid in an effort to develop the PSC, to which they agreed (Details of the PSC's operating structures will be presented in more detail under the heading accountability and transparency to follow). Irish higher education institutions then responded to the PSC call to apply for funding. The PSC focused on promoting:

> '..linkages and cooperation between higher education and research institutions in countries supported by Irish Aid and in Ireland with the objectives of institutional collaboration for knowledge generation, knowledge exchange and mutual learning' (Irish Aid, 2007a:2).

Mary Immaculate College (MIC) adopted the role of lead institution in developing a proposal focused on teacher education and education development; inviting participation from Irish educational and teacher education institutions and departments. A large number of educational departments and institutions expressed an interest in participating in the PSC, which was explained by the fact that:

> '...the Irish Aid bid only allowed one bid per institution and education is not strong, politically strong in the university sector....I think that's why we got a lot of partners, who I felt joined with very good will, they really wanted to be part of it and a number of them articulated that.....' (Colm, Management, Ireland).

The CGDE emerged from this collaboration between Irish educational institutions.

With respect to how the Lesotho College of Education (LCE) became involved, it was outlined that the Irish Embassy/Irish Aid in Lesotho directed CGDE representatives to potential institutions including the LCE and the Department of Education at the National University of Lesotho. It was indicated that LCE was chosen by the CGDE due to its small size:

'I think there was a reason why the CGDE preferred to work with LCE rather than the National University of Lesotho for example, which is a much larger institution but less cohesive.....which part of it are you going to link with, how many levels of beuraucracy are you going to have to go through?.....that can be a problem, that can work to the advantage of a smaller institution, a college of education' (Jacinta, Management, Ireland).

It was further identified that the LCE had:'a long association with Irish Aid' (Tina, College Director, Lesotho) as regards LCE staff and infrastructural development. Furthermore, a past president of MIC had previously worked with the LCE in curriculum development and initiated contact with the LCE suggesting their participation in the CGDE:

'When requests for proposals were called [past MIC president] talked with my predessesor.......he grabbed it.....asked me over....we started to discuss some concept note....' (Tina, College Director, Lesotho).

In this regard, the risk is apparent that Lesothan institutions are selected in accordance with Irish preferances and experiences, a risk also acknowledged by the PSC Mid-Term Review, (2010) which stated that the:

'that process and rationale for southern institution identification and selection [must] be explicit (not the chosen few)' (Gaynor, 2010:8).

In a Ugandan context, it was outlined that a previous staff member of MIC then on secondment with the MoES, Uganda, on learning of the PSC call for funding, informed and encouraged the Ugandan MoES to participate in the CGDE:

'...[Irish staff member] was attached to our teacher education department....[Irish staff member] was working hand in hand with our teacher education personnel in the MoES in Uganda, [Irish staff member] came up with this idea and then shared it with me....I thought it would be good for the country....' (Marion, MoES, Uganda).

Kyambogo University and Makerere University, both located in Kampala, and four Primary Teachers Colleges (PTCs) located in rural Uganda were then invited by the Ugandan MoES to participate in the CGDE. Kyambogo University is regarded as a key institution in terms of overseeing teacher education in Uganda, which was why it was chosen:

'Kyambogo was chosen to pioneer and do the research...[as] it is mandated by the Government of Uganda to produce quality teacher educators in this country' (Betty, Management, Kyambogo University).

Makerere University was invited as an institution which could supply a strong experience of secondry education. Participating PTCs were then selected based on their participation in previous teacher proficiency and research courses and their competence levels in this regard:

'[we] were sourced through competence......we had excelled [in previous courses]...they wanted now to build the capacity' (Timothy, PTC, Uganda).

Discussions concerning the origins of the CGDE including applications for Round 111 of the PSC in 2012 show a pre-dominantly supply driven approach:

'regarding the call for more CGDE funding, I have circulated the details to universities here suggesting that they apply......from reading that call, I feel that it is Irish Universities who search for and select Ugandan partners, rather than the other way around....' (Danny, Irish Aid Uganda).

It was found that the primacy of a supply driven approach limits Ugandan and Lesothan ownership and initiative and maintains asymmetrical relationships. Concerns similar to those raised in ZITEP regarding opportunistic motivations and the distortive implications of financial incentives within economically disadvantaged African country contexts, were also found.

A perception of aid as the transfer of material goods and finance was identified in this regard and its damaging implications for pursuing more fruitful and long term relationships was highlighted:

'... once you have an idea: "hey let's do this", it's yours, you are the one who is going to call the shots, so always they [Lesothan partners] are more the followers.....I don't consider that a partnership' (Lauren, Management, LCE);

'The way the funding is organised the Irish have to go and find a Ugandan partner, it puts the ball in their court, from the start it is unequal, therefore how it is approached is important......right now the Irish interests are the priority......I get the feeling that it is from the HEA to the Irish Institutions to the Ugandan Institutions' (Danny, Irish Aid, Uganda);

'I am questioning the investments that the international aid community are making, we seem to go around in circles...we start off on one particular way of doing things, we move on and try a new one and come back again and come back again. Long term, I think we as donors need to learn to stand back a lot more and allow local processes to emerge.....let more local processes to evolve more naturally....

....the problem is the aid world....there are a lot of negatives to it because it does disempower people and it produces an incentive to, ah, for people to [it's limited] being creative, it's created a lot of dependancy. I think....a certain, what's the word, expectation for the development partner to solve it.....I don't mean that in a cynical way....there is that mentality and that is one of the hugely negative things about aid, in my view, I've seen it....'(Siobhan, Irish Aid, Uganda);

'...it's like on our side we are sitting and doing nothing and then when somebody says: "I have this" and then you start thinking what do we do with this, it's not like you have certain things that you want to drive, that you say: "we want to achieve this, how can you help us?" (Will, Teacher Educator, LCE);

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'...you realise after a while that there is probably not many people in that African context who will actually say to you: "well, no we don't really want this becuase it is too much trouble", they are inclined to say: "yes we will take it".....and we do the same thing......hard to get at what would really be helpfull.....' (Colm, Management, Ireland);

'...what are the incentives to be involved, the incentives could be if they get per diems, if they get extra, they are the things that will incentivise people down here...you can criticise that but the reality is people are so badly paid...teachers for instance they can't live on approx 65E per month...so what are the incentives for making people want to get involved....there maybe different incentives for people who are reasonably well remunerated....that may not be an issue for them...so you can get distortions there..' (Siobhan, Irish Aid, Uganda);

'...when this programme was first introduced people had expected huge financial benefit from it, they expected a number of computers to be brought in here, but during the course of the programme there wasn't much financial benefit, no computers were brought in so that made some people ask: "what kind of project is this that does not empower people with computers and financial benefits and so on?"....those were the expectations, which were not really consistent with the programmes overall aims and objectives...' (Jennifer, Teacher Educator/Management, Kyambogo University);

'if there is collective leadership, that's the problem, we don't have that kind of leadership, we just do things because they have been set out and they can get money out of it.....' (Lauren, Management, LCE).

An evaluation of the CGDE (2011) also referred to the risk of enabling opportunistic and financial motivations:

'Practical financial support for Southern contributors added to the project's energy, status and credibility locally. However, the payment of fees to local coordinators and stipends to students made some of these opportunities very attractive, and may have built expectations which make sustained activity more difficult (Jeffers et al. 2011:5);

'The provision of additional personal payments to members of the public service raises two issues (i) it may conflict with policies related to top-up salaries for public servants and (ii) it makes it more difficult to imagine sustained work with more modest resources' (Jeffers et al. 2011:35);

'The issue of payment of *per diem* allowances involves difficult choices. In the absence of payment of legitimate expenses, many of the African participants would not have had the resources to participate in the field visits associated with the research projects. However, if *per diem* payments are too generous, then they can become the *rasion d'etre* for participation in the project, which alters the relationship of partnership and makes sustainability more difficult' (Jeffers et al. 2011:36);

'It appears that for some (but not all) of the African participants, the benefits of the project were seen strongly, even primarily in *per diem* allowances, stipends, laptops and trips. Traces of these expectations were reflected in the lack of commitment to the research projects once the field work was complete, lack of follow-up engagement after exchange visits, and even an expectation in some cases of a payment for meeting with the evaluators. This culture makes it more difficult to build an ongoing relationship of equals, with reciprocity of learning, particularly in a more resource constrained context' (Jeffers et al. 2011:50).

In a similar vein, the importance of technical needs for African country partners as problematic in terms of Irish Aid's approach to development aid was also identified by an Irish managerial respondent:

'...some of the stuff that our partners wanted is still what could be called technical type assistance and Irish Aid don't want to fund it....but when you ask them what they want that is what they tell you...its not just simply a question of asking your partner: "what do you want?"....do you then challenge them and say: "I think you don't really want what you told me you want"....and is that then you making a judgement. If it was a partnership you would be able to say: "well that might be what you want but we are actually not interested in doing it"...' (Colm, Management, Ireland).

Furthermore, the role of political processes in constraining the ability of Lesothan minsters to refuse aid was identified by an Irish Aid respondent in Lesotho:

'...the director, if he said no to that [they] would have said no to so many millions possibly then politically it is incorrect, therefore that in itself says to the director: "yes, yes, yes, you have to say yes". When they [Lesothan partners] don't say: "no, this is not what we really want"...the ability to say no...they may know that they can say no, but how able are they to say: "no thank you...if you really want to help us, we are not really there yet, at the partnership assessment level...can you help us do a study on something else?". That is where I have found the partnership weak from the Lesothan side...weak in that most of the Lesothan partners do not excercise their right to say no...' (Trevor, Irish Aid, Lesotho).

A respondent from Irish Aid, Uganda endorsed the need to focus on Ugandan institutions requesting links with Irish institutions and/or mixing both supply and demand driven approaches in the case of a lack of demand and/or a lack of supply. Moreover, the PSC Mid-Term review (2010) identified limited Southern determination, recommending that:

'In order to consolidate the achievements of the current 'exploratory' phase of the PSC, make the next phase a 'transitional' phase which will make appropriate changes to the programme and focus on being more Southern-led (e.g. in determining focus of proposals and composition of collaboration'(Gaynor, 2010:7).

However, as has emerged within ZITEP, the importance of acknowledging that though the partnership may not originate in an African country context, this does not automatically imply that: '.... it's not valuable....' (Ben, Irish Aid, Ireland) was documented. Similarly, the point was made that:

> '..'ideally it would come from the African side.....but just because a group....country, ministry comes to you and says: "we want you do do this, this and this", doesn't always mean that it is a good idea.......' (Colm, Management, Ireland).

As with ZITEP, the need to understand the driving interest groups and agendas in an African country was endorsed:

> 'what is difficult are the politics of that....what gets identified and why......not always clear....whether goals are being identified for really good reasons or we just want something to happen.........that happens with other groups....not just African countries...people think it would be great to have that link.....not clear why and for what reasons......with both projects, less so with ZITEP, more with the CGDE, we took it on face value that if they asked us to do something in a particular way, it was a good idea and it wasn't always' (Colm, Management, Ireland).

In this context, the collaborative nature of Lesothan and Ugandan contexts was discussed. Though ZITEP's findings concerning the particularly dominant role of the ministry within a hierarchical Zambian educational system were not replicated to the same extent in the CGDE, similar hierarchical systems were identified:

> '...its a patronage based system up here, a patronage network and the president is at the centre of it, all of the decisions are made at the centre by him....the way he buys his support or garners support is through patronage...' (Siobhan, Irish Aid, Uganda).

> '...the coordination on the African side, what is difficult is hierarchy and power....and that's relevant here too......very much so.....but I got a feeling that here our hierarchies are a bit flatter. I think being a lecturer in an Irish college of education is a more powerfull position than being a lecturer in a Ugandan or Zambian college of education....

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....Important that steering committee African representatives are respected. Irish lecturers are held in higher esteem than their African counterparts, which influences their power and contribution to decision making' (Colm, Management, Ireland).

Collaborative contexts coupled with the existence of educational planning and the partnership's alignment with this planning was further discussed. In a Lesothan setting, it was outlined by an Irish Aid, Lesotho and an LCE managerial respondent that planning in a Lesothan ministerial and institutional context is limited and that the collaborative relationship between the ministry and institutions in this regard is weak:

'our government is different, it gives us problems, we don't have intrinsic programmes...nothing that comes from us saying: "we have this problem and we are going to approach it in this way"...everything we are doing is because it has been agreed in a convention, agreed internationally...nothing local. No strategic planning here...we need to look at our strategic direction....were are we heading, what is important in the long term, how are we going to tackle, then we could actually see our priorities, but there is no strategy....then the strategic planning document just sits there, not going to be implemented because they never really understood it...what its all about. Irish partners understood more what they wanted out of it.....if the people here understood and wanted something out of it, they could have pushed for that, but they are waiting to be told...' (Lauren, Management, LCE);

'..the LCE, I hate to say, when the education sector plan was developed they didn't understand: "why should we be part of writing an education sector strategic plan when we have our own strategic plan?"...' (Trevor, Irish Aid, Lesotho).

The CGDE Phase 1 Application Format, 2006-2007 (Mary Immaculate College, 2006: 9-10) details the CGDE's alignment with Lesotho's Education Sector Strategic Plan, 2005-2015 in the following quotes:

'To ensure quality delivery of basic education, pre-service education will be improved and more in-service training will be provided for poorly qualified teachers' (Ministry of Education and Training, Lesotho, 2004: 83);

'It will work with Lesotho College of Education and with the Ministry of Education and Training in the achievement of the Government's stated priority of developing teachers through training, education and management in the national quest for Education for All, and in the policy objective of improving the quality and effectiveness of pre-service and in-service teacher education' (Mary Immaculate College, 2006:9).

This application also states the CGDE's alignment with Lesothan Educational Development planning with respect to good governance, gender equality and HIV/Aids.

An Irish Aid, Lesotho respondent further indicated the partnership's alignment with ministerial planning with particular regard to assessment methodologies at primary level:

'the CO of primary education at that time, he was the one saying: "the one area where we don't have research [only] anecdotal findings is that our assessment methodologies are wanting....[we] don't have good people to either teach the people how to assess at the college...also don't have good people to do the assessment ...' (Trevor, Irish Aid, Lesotho).

However, it was also found that Lesothan ministerial collaboration within the CGDE was weak:

'harder in Lesotho.....don't know if it was done to the same extent because we didn't really have ministry involvement.......our communication with the ministry was through the college rector...........didn't really have much contact....any time we asked them they said that it was relevant....beyond that I don't know what else we can do..' (Colm, Management, Ireland).

A Lesothan preference for institutional engagement and impacts as opposed to the partnership's integration with ministerial planning and policy was found in this regard:

'Lesotho focused on capacity building for staff, less on policy' (John, Management, Ireland);

'it was more on developing capacity of the lecturers in specific areas... assesment....that kind of building capacity of the lecturers.......the government involvement was adequate at that level' (Trevor, Irish Aid, Lesotho);

'at inception, the idea was that we would be able to identify some of the issues in these schools and use that to go forward in our policy, improve teacher education, in-service training and the delivery of science in the schools' (Fergus, MoES, Uganda).

As with ZITEP the importance of time in strengthening an Irish understanding of Lesothan institutional dynamics, particularly with respect to institutional and ministerial relationships, was emphasised and also identified as lacking in the CGDEwith respect to Lesotho:

'....understanding of the local dynamics is very important to invest in when you are designing a programme that you want to influence policy...sometimes the findings are poorly disseminated...disseminated to the wrong people...whoever has the findings and wants to influence policy should be in a position to determine the proper client and sometimes even determine the channel to get to the proper client...

......we should not be dissapointed if even in the first year of that project goes solidly to understanding the local dynamics...after that if we understand the local dynamics, then we write a proper project, it will be better understood and owned by the different partners' (Trevor, Irish Aid, Lesotho).

The alignment of the CGDE with Lesothan institutional planning and the professional development needs of Lesothan lecturers was found to be extremely positive and built on a very participative and collaborative relationships both between Irish and Lesothan partners and within the LCE :

'were not given any guidance as to what to focus on but to indicate what we felt were our needs, so it was nicely open ended then...in secondary schools [the] teaching of maths and science is really bad so we were glad that the CGDE was able to approve of those two strands of research' (Tina, College Director, LCE);

'We wanted joint programme development, that the Southern partner would be involved in programme development' (Patricia, Management, Ireland);

'We were very aware of partnership principles in determining projects, ownership etc. We had no interest in determining projects (John, Management, Ireland);

'they chose the research topics that are on the ground, really on the ground...special education, assessment needs and so on, its so real on the ground....assessment processes...those are issues that need interventions already, so that is why it was so close to their heart..' (Lauren, Management, LCE);

'Original agenda [was] driven by Irish Aid and the HEA, the four priority projects established were informed primarily by Southern partners. Research priorities and team meetings regarding research, stacked in favour of Uganda. Not just shared, Ugandan counterparts were leading....' (Patricia, Management, Ireland);

'I would invite the deans of faculties and ask them to talk to the heads of departments, the college staff in their departments and faculties indicating what areas they would need development in...[and] what we thought, [what] management thought was necessary...' (Tina, College Director, Lesotho).

The partnerships's director presented at a seminar whereby those LCE staff interested in both applying for the PhD scholarship fund and in participating in the research progarmmes were invited to submit their CVs. Potential PhD scholars and researchers were also provided with the space to give opinions on potential research areas:

'we were even asked to give our opinions on more issues that we could engage in...' (Pat, Teacher Educator, LCE).

Lesothan lecturers were particularly satisfied that the CGDE's focus was strongly aligned with their professional needs with respect to areas such the inclusion of disability and special needs, science and mathematics, methodologies and pedagogies and enhancing research skills.

The opportunity to engage in comparative learning with Irish institutions, to publish papers and present at international conferences and the desire for new experiences and to travel were also documented.

In turning to the CGDE's alignment with Ugandan ministerial, institutional and lecturer needs, findings demonstrate a particularly strong link in this respect. The Ugandan ministry played a stronger role than the Lesothan ministry within the CGDE. The participation and commitment of a Ugandan ministerial staff member employed as acting assitant commissioner for primary teacher education, in charge of the PTCs, and who was also a CGDE funded PhD scholar was found to be essential in terms of ensuring ministerial ownership and commitment and also in enabling a nuanced understanding of local dynamics:

> 'The CGDE was facilitated through one or two key people in the Ugandan context. It is about having good working relations with key people. Need key people there who have power. It was good to have someone there on the ground. Need local buy in, but especially in people who have the power to pull strings. Then it was a matter of getting the right people on board' (Patricia, Management, Ireland);

> '...they [MoE] have a very good role, particularly the teacher education department..' (Danny, Irish Aid, Uganda);

> 'Need key people there, who have power. When [Postdoctoral Scholar] pulled out [of Lesotho], that was bad for the programme, it was good to have someone there on the ground. In Uganda, they had [Irish Staff Member]. Need local buy in, but especially in people who have the power to pull strings' (John, Management, Ireland).

As regards Ugandan ministerial planning and the CGDE's alignment in this respect, the Phase 1 Application Format 2006-2007 (Mary Immaculate College, 2007/2008: 9-10) details it alignment with the 'Education Sector Strategic Plan' (2004-2015), Education Planning Department, Ministry of Education and Sports, Uganda in terms of supporting good governance and: 'in their promotion of applied research that can inform their policies'. The focus of the CGDE was further aligned with the findings of a previous review of the Ugandan primary teacher education curriculum/baseline survey conducted by the Ugandan MoES and Irish Aid:

'.....within our own teacher education department we needed to review the primary teacher education curriculum. I'm the person responsible for the curricular changes, whether liasing with Kyambogo University, liaising with PTCs or examination board....had to do a baseline survey...supported by the Irish...had to take the persons around, many came from Ireland...went to PTCs, to schools to talk about our primary teacher education curriculum. Found that the tutors also needed to be enhanced, a short certificate course cert in teacher education, a proficiency course...realised that we also needed to change many things in the curriculum, theory, methods, practice...issues pertaining to PTCs and to Kyambogo' (Fergus, MoES, Uganda).

The CGDE was also found to be in alignment with institutional planning:

'As a university, our mandate is straighforward...to teach, to do research and to do community outreach, the research project component within the partnership was an interesting one' (Jon, Lecturer, Makerere University, Uganda);

'a bachelor of teacher education programme to replace the diploma of teacher education programme...for the training of tutors who work in Primary Teachers Colleges (PTCs)...the other one was to review the curriculum of primary teacher education, which is offered in the PTCs...we also work together, this is a public university, their needs are our needs...we are the training arm of the MoES, as far as teacher education is concerned....'(Betty, Management, Kyambogo University, Uganda);

'education evolves, it depends upon the cultures and social aspirations of the communities, but at the same time we are teaching these children to compete internationally....we take into consideration international practices, not only in Ireland and Europe but in Japan, Asia...' (Marion, MoES, Uganda).

Ugandan lecturers identified the strong relationship between the CGDE and their professional needs including capacity development in areas including disability and special needs, science and mathematics, methodology, and particularly, enhancing research skills. Engaging in comparative learning with international institutions and the opportunity to publish papers and present at international conferences were further identified as motivating factors. The desire for new experiences and to travel, was also documented.

The presence of an Irish link person (previous MIC staff member) within the Ugandan MoES was found to have played a considerable role in facilitating an Irish understanding of Ugandan contexts and in ensuring that the partnership was aligned with Ugandan planning and policy. This link person had previously worked as a teacher educator with MIC and was on secondment with the MoE, Uganda in the teacher education department where they had previously been involved in conducting the review of the Ugandan primary teacher education curriculum/baseline survey:

> '...the baseline survey informed [Irish Staff Member]...it really captured the pitfalls, the fact that [Irish Staff Member] had been moving with us, to the primary teacher colleges, to primary schools, to coordinating centres to talk to them .....those issues came naturally, this proposal really had inclusion of these issues' (Fergus, MoES, Uganda);

> 'Lesotho and Uganda....countries were different...it had to have been because we consulted their plans and [Irish Staff Member] was working for the ministry and did a huge amount of work on that very issue.....[Irish Staff Member] essentially advised on what to be done and what areas to target.....and put an awful lot of effort in.....quite detailed suggestions........one of the liason people for the project was a ministery employee......' (Colm, Management, Ireland).

Findings further support a particularly collaborative relationship between the Ugandan MoES and educational institutions. The suggestions and perspectives of institutions and individuals, previously gathered during the review/baseline survey were addressed in the CGDE's activities and also regarded as very relevant by the Ugandan MoES:

'...there had also to be harmony, has to be a collaborative venture which orients Kyambogo University with the PTCs, liases with Makerere. Kyambogo and Makerere also handle the upgrading of tutors. Kyambogo and Makere need to work hand in hand with the ministry and the PTCs if we are to get a curriculum which can train a quality teacher...' (Fergus, MoES, Uganda).

Furthermore, a needs analysis conducted by Kyambogo University, the CGDE and the Ugandan MoES culminated in the construction of a Ugandan chapter, which was particularly useful in negotiating the CGDE's Ugandan activities:

'...the director of the CGDE went around and tried to get ideas from Kyambogo to determine what their needs would be in terms of research, in terms of development....that's how we came up with the Ugandan chapter....specifies our needs as Ugandan teacher educators. In conjunction with the ministry, we wrote up one document which formed the basis of our activities...it really addressed the issues that we have at the moment, the problem of the introduction of this universal primary education, which came along with its challenges of students not knowing how to read and write, literacy and numeracy...we thought that was what we needed so the research was designed to us addressing that issue...' (Jennifer, Lecturer/Management, Uganda);

'....after the approval of the funding, even after the basline, when we are developing the Uganda chapter we still did a needs assessment with Kyambogo and Makerere, and others....then said: "in research this is what we want" and we came up with two areas of research, : "lets call it a Uganda chapter", we have a big proposal but in that big proposal it picks our own areas that we want to do...then we had to look in-depth at those areas that we had to do as a country. In developing a Uganda chapter, still had to do a needs assesment in that area: "lets call lecturers from Makerere, Kyambogo, from PTCs", then they said the areas, so that it is research coming from the users so that no one will say: "this is what the ministers say, do this"....' (Fergus, MoES, Uganda).

To summarise, findings concerning ownership within the CGDE include:

- The prominence of a supply driven framework limits Lesothan and Ugandan ownership and initiative. Political processes further constrain the ability of Lesothan minsters to refuse aid

- The need to understand the driving interest groups and agendas in a Lesothan and Ugandan setting and the role of hierarchical contexts in limiting institutional and educator autonomy

- Planning in a Lesothan ministerial and institutional context is limited and the collaborative relationship between the ministry and institutions with respect to the CGDE was weak, thereby diminishing interdependent and collaborative Lesothan ownership

- The CGDE's focus was strongly aligned with the professional needs of Lesothan lecturers; needs built on participative negotiation both within the LCE and between Irish and Lesothan partners

- A particularly strong level of Ugandan planning and ministerial and institutional collaboration

- The participation and commitment of a Ugandan ministerial staff was found to be essential in ensuring ministerial ownership and in enabling a nuanced understanding of local dynamics

- An Irish link person (previous MIC staff member) within the Ugandan MoE was found to have played a considerable role in facilitating an Irish understanding of Ugandan contexts and in ensuring that the partnership was aligned with Ugandan planning and policy.

Table 5.1 synthesises findings concerning ownership within both the CGDE and ZITEP.

Table 5.1: Ownership; The CGDE and ZITEP

Ownership	Zambia	Lesotho	Uganda	Ireland
Origins	A supply driven partnership has diminished Zambian ownership and initiative and supports opportunistic motivations. A dominant Zambian ministerial role in selecting institutions.	A supply driven partnership has diminished Lesothan ownership, initiative and supports opportunistic motivations. Political contexts further constrain the ability to refuse aid. Irish partners dominated in the selection of participating Lesothan institutions.	A supply driven partnership has diminished Ugandan ownership, initiative and supports opportunistic motivations. Stronger Ugandan control over the selection of institutions based on previous planning..	Emerged within the DoES, limited Irish Aid ownership.
Collaborative Contexts	Pre-domantly hierarchical Zambian educational systems including a dominant ministerial role. Obstructs the inclusive participation of all partners. Limited teacher educator autonomy.	A weak ministerial role has limited integration with ministerial planning and policy. Limited institutional and ministerial collaboration. Supportive institutional environment enabling educator autonomy.	A strong and positive ministerial role supported by the commitment of a ministerial staff member. Strong institutional and ministerial collaboration. Supportive institutional environment enabling educator autonomy.	Stonger collaboration and negotiation required between Irish Aid and the Irish DoES. Stronger collaboration required between Irish Aid, Ireland and Irish Aid based in Zambia

| Irish understanding of Southern Contexts	A limited Irish understanding of Zambian institutional dynamics has impeded Zambian ownership.	A limited Irish understanding of Lesothan institutional dynamics has impeded Lesothan ownership.	A strong Irish understanding of Ugandan institutional dynamics and ministerial policy concerns, enabled by the participation of a a committed and powerful ministerial staff member and an Irish link person has strengthened Ugandan ownership and autonomy.	
Alignment with ministerial and institutional planning and policy and with the professional development needs of teacher educators	Particularly strong alignment with the needs of Zambian teacher educators; needs prioritised by Irish partners. Less so respect to the Zambian MoES and with Irish Aid policies and plans. Minimal Zambian ministerial support. Need to negotiate a stronger role for Irish Aid. Need to negotiate an appropriate ministerial role.	Strong alignment with Lesothan institutional and educator needs. Less clarity with respect to alignment with ministerial planning. Need to negotiate an appropriate ministerial role.	Strong alignment with ministerial, institutional and individual needs. Detailed ministerial planning regarding the CGDE. A key role played by a committed and powerful minister and an Irish link person in this regard. Has negotiated an appropriate ministerial role.	

5.3: ZITEP: Accountability and Transparency

Issues of accountability and transparency in ZITEP were primarily explored through addressing its managerial and financial processes and procedures.

5.3.1   Management Structures

ZITEP was overseen by a Joint Steering Committee (JSC) comprising six Zambian and Irish representatives. Management Committee's (MC) in both Zambia (MCZ) and Ireland (MCI) were established consisting of representatives from teacher education institutions, government education departments and government aid departments. A lead Irish programme coordinator was recruited and based in the partnership's administrative centre located in St. Patrick's College, Dublin, Ireland. A Zambian programme coordinator was employed and based in the offices of the Ministry of Education, Lusaka, Zambia. Secondary documentation explaining the composition, responsibilities and associated tasks of the JSC and MCZ and MCI are identified as detailed in a separate Terms of Reference to the proposal (2008) and the MoU (2009) attached as Appendix 8. However, this research was unable to locate this Terms of Reference.

The following Figure 5.1 details initial management arrangements.

Figure 5.1: Management Arrangments ZITEP
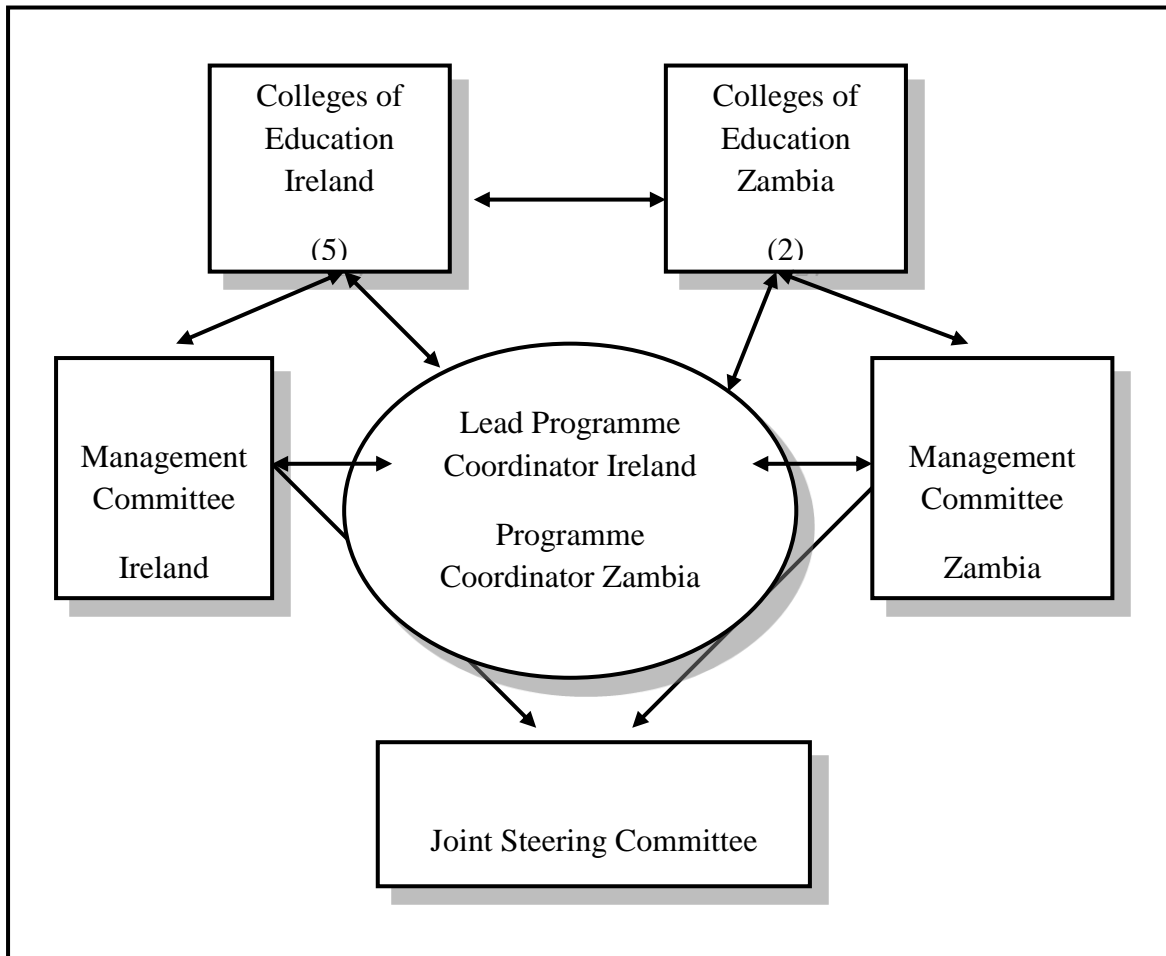
(Source, Saint Patrick's College of Education, 2008. ZITEP Proposal. Dublin, Ireland).

Following a ZITEP Mid-Term Review (Irish Aid, 2010a:13-17), the following recommendations were made with regard to altering management structures so as to strengthen the role of Zambian institutional management and reduce the dominant role of the Zambian MoE:

- That the Zambian College Directors jointly chair the MCZ, thereby replacing the TESS CEO
- That the Zambian College Directors appoint one ZITEP focal person in each college and give full support to these persons

- Zambian MoE representation on MCZ by pre-service and in-service heads rather than the TESS CEO
- That the MCI changes to an Advisory Committe, thereby refraining from engagement in Zambian management issues.

A key finding with respect to ZITEP's management structures was that the appointment of an Irish lead co-ordinator based in St. Patrick's College of Education, Dublin, Ireland firmly located the locus of control with Irish partners, negatively impacting upon ministerial and institutional ownership and commitment:

'it is their project, which their co-ordinator is coordinating...not ours...' (Robert, MoE, Zambia).

It was identified that conflict concerning the appointment of an Irish lead coordinator arose throughout the partnership's initial negotiation:

'...this was before the project started even running...difficulty in actually getting the project document agreed…..Zambian side had issues.....issues like the structure, what should be the structure of this project what should be personnel positions, right down to the titles of the coordinators. I'll give you an example, the initial indication was that there would be a coordinator and an assistant coordinator, that was disputed...then both lead coordinators...and more recently that the Zambian coordinator would be called the national coordinator..' (Jackie, Irish Aid, Zambia);

'In this partnership, in the begining, there was some unfortunate elements of mistrust.....On the issue of the two [coordinator] positions, I think the understanding was that the Irish may dominate this partnership, [a belief within the Zambian MoE that] "we must also strategise and get the kind of person we want"....' (Jackie, Irish Aid, Zambia).

'when the document was finally being approved Irish Aid felt that you couldn't have two coordinators of equal terms........somebody has to lead it, to take responsibility...they felt the Irish should be the lead coordinator.

Researcher: Because?

'Because that is where the money is coming from, the one who pays the piper controls the tune...' (Robert, MoE, Zambia).

The implications of financial asymmetry with respect to shared autonomy was further addressed. Findings illustrate that as the funders, Zambian ministerial and institutional managerial partners perceive Irish partners as holding the principal position of power:

'[the Irish say] we are not releasing the next set of money because you have not done....but in a mutual partnership you are supposed to agree what is the next thing that you are supposed to do, there is not a dominant partner. What we envisaged is that we are going to be equal partners and so on.....and we could make our decisions....' (Robert, MoE, Zambia);

'.... the pattern repeats itself in that when you set out in these partnerships, you are on the same footing, at some point one partner begins to dominate because they have the money and they begin to say......for example, currently, our partnership in the ministry with all these donors is going through a rough patch because they have put certain conditions we must meet before they release the money...so it has broken down it is no longer a partnership...they are donors and we are recipients because we are now getting donor conditionality. I don't know, I have yet to see a partnership that remains a partnership throughout....'(Robert, MoE, Zambia);

'its a project that has been funded by Ireland and sometimes it feels as...is it he who pays the piper selects the tune?.....' (Cathy, College Director, Kitwe CoE);

'..most of the activities, its money....when I say most of the activities I mean these lecturers now coming from Kitwe here, its money......they have to be given subsistence.....transport money...aim is to come here and share on our classroom practice ....but what will speak is the money, without the money they cannot move from Kitwe here (Alan, Teacher Educator/Management, Charles Lwanga CoE);

'that is my dream...do away as much as possible with dependence on foreign finances...if we much depend on foreign aid, foreign finances, there is always the matter of someone saying: "because I put in more money in this therefore I want you to do this"...you feel that you can't stand on your own.......for example [X] put money in to that project and whatever [X] is going to suggest, even if it is not applicable to a Zambian primary school down, down, down miles in the valley, just because [X] has said it and [X] has brought money let me satisfy [X], but down in my heart, deep down in my heart, I know that this not applicable' (Jack, Teacher Educator, Kitwe CoE).

However, a large number of Zambian teacher educators did not feel power imbalances due to economic asymmetries, referring to their primary focus on professional development and the inevitability of some form of inequality in any relationship:

'I am not seeing where any partner has more power then the other' (Peter, Teacher Educator, Charles Lwanga CoE);

'both sides should have a role to play......money is coming from Ireland, Ireland is like the one sponsoring the project.......we haven't seen much of Ireland here pushing us.....so though we haven't put anything and the money is coming from Ireland...it is moving well'(Ciara, Teacher Educator, Charles Lwanga CoE);

'…If I wanted to get knowledge, I will........I wouldn't put finances the capital thing, it would depend on what I am looking for…' (Mary, Teacher Educator, Kitwe CoE);

'...challenges are always there, you need to manage them....we are living in a global world, you cannot develop on your own'(Sally, Teacher Educator, Charles Lwanga CoE).

Though it was identified that an Irish coordinator based in an Irish college of education was necessary in facilitating coordination and interaction between Irish institutions, a strong support for the transferral of key management positions to Zambian partners was found:

'...a lead co-ordinator who was Zambian based in Zambia...I do think there was that aspect.......I think that was a mistake, the lead coordinator should not have been based in Ireland' (Killian, Management, Ireland);

'....the ideal situation, I think, would be that the impetus for the partnership comes from the African countries....they are responsible for keeping it going.....they have the coordinator, they have the budget.......ideally the way it was set up would be reversed....' (Colm, Management, Ireland).

The benefits of a lead Zambian co-ordinator experienced in and familiar with Zambian contexts and dynamics and locally based so as to support engagement on a more relational level and facilitate communication between Zambian partners was identified:

'...not just from Zambia , if it had been the right Zambian person, of course...need to recognise that...that not only are there very good people, there are great people...who are more experienced, better able to do this, who would get further...about having someone that was there more often...dealing with the ministry and the parts of the ministry' (Ben, Irish Aid, Ireland);

'In the other projects I have seen in the MoE...is that the projects are run in one country, for example some which are run by the MOE and then you get advisors who come from that particular nation to come and work with the group in this country, in that way life and dialogue becomes easier.....in this back and forth emails there could be a misunderstanding...' (Cathy, College Director, Charles Lwanga CoE, Zambia).

Moreover, the importance of having in place an objective co-ordinator, committed to pushing the goals of the partnership without been tied to Irish and/or Zambian ministerial or institutional agendas was further advocated:

'... if you have an independent person who can direct that and has as their priority the success of the project...preferably from Zambia, but more so someone who is seen as independent…..' (Killian, Management, Ireland);

'….maybe an independent person supporting us...their role should be just to facilitate the programmes to run effectively...' (Cassie, Teacher Educator/Management, Charles Lwanga CoE, Zambia).

With respect to shared autonomy throughout the operationalisation of the partnership findings indicate obstructions in both Zambian and Irish contexts. As identified, the appointment of an Irish coordinator based in a leading Irish institution supported a dominant Irish role. It was identified by the Zambian MoE, Zambian College Directors and a Zambian teacher educator, who played a managerial role through the MCZ, that the Irish lead coordinator adopted a dominating role at the expense of the Zambian coordinator. The accountability of the Irish coordinator was also unclear. A poor working relationship between the Zambian and Irish coordinators was also found:

'.....sometimes you know you ask what is the role of this national coordinator? If what ever is done when the lead coordinator is not there is thrashed, whatever is done when the lead coordinator is around is excellent...so then you say ok there is power play here I'm the one who has the resources so I determine the course of events' (Cathy, College Director, Charles Lwanga CoE);

'because for us, the co-ordinator on the Zambian side is made accountable to our director...but for this other co-ordinator, we really don't know'........we tell our coordinator: "why hasn't this been done" and [our coordinator] says: "no it is [lead coordinator's decision]"...' (Katlyn, College Director, Kitwe CoE);

'I think many times I am actually reminded that: "the funders are here in Ireland, so this is how it should be" so when we are talking about ownership. I think I have been reminded a number of times, that the funders, the funders, the funders would like this to happen and then who are you to say no, sorry you just have to agree and yeah....' (Larry, Coordinator, Zambia);

'...like this time [X] is coming for an inter-college meeting...now there is inter-college there but [Y] has not gone to Ireland to plan with them...is it necessary for [X] to travel all the way from Ireland to attend this meeting...but [Y], who is a co-ordinator here in Zambia, does not attend the inter-college meetings in Ireland?......

.....it is very difficult for us to know what is happening there at that side....it is easier for [X] to know what is happening this side because every meeting [X] is here....so [X] will come and [X] will represent what they talked about in Ireland....but then [Y] has no chance to go and sit in those meetings there, so any group who goes from Zambia to Ireland will simply follow what they have put down...' (Alan, Teacher Educator/Management, Charles Lwanga CoE).

That the partnership was micro-managed with little space for Zambian initiative and learning to emerge was also documented by Zambian College Directors and the Zambian MoE:

'...even if what I have was not such a good idea, but I was given a platform...to give my bad idea and have an input and learn something and if it cannot be implemented, I will get feedback of why it cannot be implemented...' (Robert, MoE, Zambia);

'...think of them to also be people who can reason and then yes, you just, you know, give them a task and let them do it and then check what people have done...you build trust by being open and honest with each other' (Katlyn, College Director, Zambia);

'You develop trust by allowing mistakes...if you trust people then you will have the insight to know that they will make mistakes and then they will learn from those mistakes...what you can't say is: "if I trust them with this then that is the end of it, I better do it myself", you can't be everywhere the whole time' (Cathy, College Director, Zambia).

The ZITEP mid-term review (Irish Aid, 2010a:17) also acknowledged the potential for Irish partners to adopt a micro-managing role and the poor relationship between the Irish and Zambian coordinator. Accordingly, this review advised that the lead coordinator:

- 'Will become more of an adviser and facilitator than a manager
- Will work more closely with the [Zambian] Country Coordinator
- Will move back from micro-managing the programme'.

While it was found that partnership timelines and funding periods were fully transparent with the potential for renewal clearly identified, findings also indicate the voluntaristic and vulnerable nature of funding arrangements. A persistent worry was identified that funding would cease due to the on-going financial crises in an Irish context:

'…we were told there is a problem....maybe things won't be as there were...maybe there won't be as much support as when they started....support changing due to circumstances....financially' (Sally, Kitwe CoE, Zambia).

This concern was alo outlined in the ZITEP mid-term review (Irish Aid, 2010a: 6):

'....there could be funding problems as the Irish Aid Zambia programme (as with other Irish Aid countries) would be affected by the downturn in the Irish economy'.

In addressing obstructions to mutual autonomy originating on the Zambian side, findings show that though space was provided for participative decision making through the JSZ and MCZ, poor managerial processes and hierarchical and authoritarian Zambian contexts limited open debate and dialogue:

'…sometimes the lecturers, who are part of the management committee, find it inhibiting to say something because the principals are there...' (Killian, Management, Ireland);

'At the momet there is dialogue in terms of decision making but again we are dealing with different structures, for example in Ireland there is a different structure than that which is followed in Zambia.....there is certain procedures which one has to follow and the people who are repsonsible can make those particular decisions..' (Cathy, College Director, Zambia);

'I'm glad that you said **feelings** of powerlessness, because it is a **feeling** not a fact...that's also cultural in the sense that in the Zambian culture, it happens at meetings the ministry officers will very often not speak up, they go with what the directors says but outside the meetings they will complain...' (Jackie, Irish Aid, Zambia).

The ZITEP mid-term review (Irish Aid 2010a:18-20) further identified that Zambian management processes were particularlly poor. In this context, logistical and infrastructural constraints to the participation of teacher educators in committee meetings were identifed:

'...we are far apart, the means of communication we use may disadvantage us...sometimes we need to make a decision via email...sometimes people say: "I have no time to access the internet"...too busy...internet is not efficient...a lot of time waiting for the internet and then you need to go and teach...I have not made my submissions and people take it that everyone is fine...but maybe it would be different if I made my contribution...' (Cassie, Teacher Educator/Management, Charles Lwanga CoE).

Feedback from teacher educators in Kitwe CoE, more specifically those who also played a mangerial role, identify a concern with the managerial skills and ability of the Zambian coordinator who, recruited from Charles Lwanga College of Education:

'....our coordinator, to me hasn't been very effective...it is also a partnership between us and Charles Lwanga [coordinator] hasn't been very effective in bringing us together.....on that part...it has to do with our own Zambian coordinator....' (Stephanie, Teacher Educator/Management, Kitwe CoE).

That the Zambian coordinator was inexperienced and held little power to influence decision making was further endorsed by Irish Aid, Zambia and Ireland, by Irish managerial partners and by the ZITEP review (Irish Aid, 2010a).

However, though an authoritarian and poorly managed Zambian context with limited resources and capapcity is apparent, it was identified that these limitations were further compounded by Irish partners holding key positions of power:

> '...this situation was compounded by the fact that you had an Irish lead co-ordinator in partnership which was funded by the Ireland...' (Jackie,Irish Aid, Zambia).

Though findings show that the actions and contexts of both Irish and Zambian partners limited mutual autonomy and decision making, scant attention was paid to the actions and contexts of Irish partners in this regard. This was particularly emphasised by a Zambian College Director with respect to the ZITEP review (Irish Aid, 2010a) conducted by an Irish lead (international) consultant and a Zambian national consultant.:

> 'both the Zambian and the Irish partners seem to be flouting the guidelines' (Katlyn, College Director, Kitwe CoE, Zambia);

> 'When they did their report, most of the negatives were on the Zambian side. You mean there is nothing good that has come out of the Zambian side in terms of this partnership, you mean there is nothing bad on the Irish side? because it seems to have just alighted the negatives on the Zambian part. Those that did the evaluation, the consultant and the Zambian consultant, when the report was presented, the Zambian consultant was not there and we did question ,we said: "no, if these people were contracted, the two of them, both of them, should have been there" and from the tone of this paper it looks like it is just one person and this other person's views have not been incorporated and so our director insisted that they re-do that document but even after they re-do that document, but even after it was re-done it was still, had the bias....

......Was not given to us in good time, because if we had it in good time we could have gone through it and read it between the lines so that by the time we are meeting we could have had informed decisions and could have made meaningfull contributions.....so we needed to have been given ample time in which to have gone through it.....' (Katlyn, College Director, Kitwe CoE, Zambia).

The knowledge and skills of Irish partners with respect to international development partnerships were not called in to question to the same extent, even though this was highlighted by the MoE Zambia and Irish Aid, Zambia and Ireland:

'if that experience was there, the coordinator would have managed the project differently because experience with other international related projects...other educational experience would have come to bear as you coordinate.....because you can't just be telling me what is wrong with me.......I am also saying that there is something wrong with you......' (Robert, MoE, Zambia);

'....in the absence of having very good experience to intuitively manage that you have to manage it slighly more a,b,c...when the perspectives are credible, consistent, from the basis of expertise...it depends very much, if someone is coming with a lot of experience, both substantive experience around the core areas, thematic areas, the practice...also experience from the how to , the how to of it all, how to work in these systems.......I have to say that there were issues around the coordination of the ZITEP programme that didn't have either of those things on either side...' (Ben, Irish Aid, Ireland).

Moreover, findings gathered from observing the inter-college meeting held in Charles Lwanga CoE, Zambia May, 2011, attended by the Irish coordinator, and the informal lunch marking the end of the final phase of ZITEP held in Dublin, Ireland in June 2012, also reveal that the actions and contexts of Irish partners are little critiqued in comparison to those of Zambian partners.

The strengthening autonomy of Zambian partners was identified, particularly with respect to an increased availability of funding from international donors:

'I was getting the feeling that there were other pots on the boil...people's attention wasn't really focused on our project...I thought, personally, that was got to do with bigger funders coming in, other programmes getting started...visited a college. In Lusaka, on their campus is a huge new building with lecture theatre etc...built by the Chinese...[this partnership] is never going to compete with that...' (Emer, Management, Ireland);

'........the donor community internationally quite like Zambia....lot of agencies active....they had a number of options and they responded with that in mind...that may affect some of the attitude in relation to the ministry.....there was a certain amount of: "we don't need your money anyway, we can get it elsewhere"...' (Anna, College Director, Ireland).

Zambian independence was also reflected in the finding that Zambian partners declined the opportunity to obtain funding to renew the partnership:

'...at the last conference, one of the things that was made clear was that ok, we are open to continuing to participate, but its up to you to draw up the proposal....come back to us with the proposal.....rather than us bringing you a proposal, because you are going to have to be the leader of it, its going to have to be......responds to your needs.....have a cioteree of staff that are very able.......well capable of acting as mentors from those two colleges to work with the other colleges.....we would be very happy to assist......they have to be in charge, they have to run it...' (Anna, College Director, Ireland);

'was an agreement that we would put in a proposal to extend it....but with different layers of beauraucracy that exists in Zambia...the process of developing the proposal never started in Zambia.......so, there was no way we could meet the deadline....so there is no extension...'. (Killian, Management, Ireland).

The dependence of Irish partners on their Zambian counterparts to maintain the partnership was also identified:

> '...coming to a point where it was quite critical...coming to a head really, where we didn't want it to loose steam over its last year. I really felt at one point that it was going to fizzle out, and we were never going to get it to that [end] point...could end up being something that we couldn't really stand over at the end and say: "oh we did this, we can measure it"...' (Emer, Management, Ireland).

The issue of risks and pressures for Irish institutions was documented in this context, whereby it was explained that if the partnership was to have ceased, it:

> '...would not look good, responsibility for spending funds effectively etc...' (Ben, Irish Aid, Ireland).

Finally, in discussions concerning managerial structures and mutual autonomy, the role personalities play and the importance of both personal attributes and experience including sensitivity, understanding, respect, patience and diplomacy were advocated. In this context, a frustration that personality differences may be written off as cultural differences was also expressed by a Zambian teacher educator

> 'I think we both need to understand each other, we need to understand the systems...if there is no understanding, I think it creates stress, it creates problems. Maybe it is personality.....I think it's on the issue of the person, what that person thinks and so on......not because of the proposal and the whole system and the way things are working, maybe if there are different people managing this, maybe the other partners would not have been feeling this way....it's not: "you funders coming in here", it could be coming up because of some personality issues and how someone feels and thinks...'(Larry, Management, Zambia);

> 'I think sometimes its just personality.....yes, I think also personality matters' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

'experience would have come to bear as you coordinate and so you will be able to say: "ok, I'm at this cross roads, how do I draw on my experience to get everybody on board...to get everybody participating to get everybody energised...to get everybody confident again?", for me that is what I think is missing, to be able to galvanise all of us to say: "look, yes we may have made a mistake, but I will build"...how do you restore my confidence, how do you get me back on track...' (Robert, MoE, Zambia);

'....I think you need to be almost Mary Robinson....you need to be diplomatic....smoothing people's sensibilities all the time' (Frida, Teacher Educator, Ireland).

An approach focused on 'influencing' rather than imposing change was further supported:

'...influencing........policy influencing, influencing systems, practice.....whole body of work around this.......policy influencing....' (Ben, Irish Aid, Ireland).

5.3.2   Accountability and Transparency: Financial Management

Findings regarding financial accountability and transparency reveal confusion concerning budgetary processes and procedures, whereby it was identified that initially Charles Lwanga CoE was to be responsible for managing and dispersing funding. However, this was changed so that the MoE first received the funding and then channelled the funding to Charles Lwanga CoE, who would then be responsible for dispersal and providing accounting reports. A ministerial concern for institutional accountability was cited as behind this change, which was implemented abruptly and without much discussion. Findings further indicate a lack of accounting reports:

'....for me, I thought that the money would come to Charles Lwanga since the arangments were made that one of the coordinators would be from Charles Lwanga so the money would come to where the coordinator is....but it ended up at the ministry, I suppose for accountability it passes through the MoE…' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

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'because of the distance between the two colleges, the ministry said no that was not to be...instead the coordinator would come from any of the two colleges and they would provide the accountant…we had actually signed the MoU and afterwards the methodology of handling the funds was changed' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'...the feeling that was created...this money is coming from elsewhere and it must be used [appropriately]....it was strictly controlled and in the process it didn't bring out 100% of what we expected it to, despite that the money was there, but because somebody was scared that...if this money is let loose it may not do the job that it was meant for, I will be answerable.....that kind of thing' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'as Kitwe CoE we have not been given that close check of how the withdrawals, the spending is done, in most cases all we see are items bought or we see X being paid for.....it's been....maybe only once that we have received the accounts report….

Researcher: **So, you would like to see more accounts reports?**

Yes, especially more audited accounts reports...everything, so that no doubt is left in anyone's minds' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'but they have never given us one audit certificate of the money that has been transferred over there, we have not received one audit certificate....' (Killian, Management, Ireland).

In this context, those four teacher educators from both Charles Lwanga and Kitwe CoE, who had played a managerial role in the managment committees, felt that a direct transfer of the funding to either of the colleges would have been more appropriate in terms of eliminating ministerial bureaucarcy and lengthy delays. The benefits of focusing directly on institutions at a grassroots level were also advocated:

'....It could work better if the funds were wired into a Charles Lwanga account or Kitwe......[then] the accountant here is accountable to the ministry for giving reports on how the funds were managed...[but] now there are so many people involved....the accountant here, the accountant in the MoE......' (Cassie, Teacher Educator/Management, Charles Lwanga CoE);

'...there are NGO's who have done that in Africa, who have said because of the problems of getting the money from the ministry, we would rather work with the group we are targetting....sometimes it has worked, sometimes it hasn't......it depends on the college...if you get a principal who is not so good with the funds, there could be a lot of problems.....' (Alan, Teacher Educator/Management, Charles Lwanga CoE).

It was outlined by an Irish managerial respondent that little financial accountability or transparency was shown by Zambian ministerial and institutional partners, who held complete control over the funding. That funding was spent on ministerial and institional educational development activities, outside of ZITEP's remit and also on goods which were not agreed was also identified:

'...there was an agreement at the JSC that a second hand vehicle would be bought, there was a budget of 15k, that was ignored and they spent 60k on a new 4 by 4 Toyota land cruiser....so the power was not with the donors because the donor did not agree to that...the power was not with the Irish because nobody had agreed to that, the power was with the people who were managing that account who just took the money for that purpose......' (Killian, Management, Ireland);

'why are funds being used to finance other projects within the college and not used to fund activities that they have been part of agreeing?......what did happen was that there was a decision made and every TRC in Zambia was invited to Lusaka for a 3 day meeting using [partnership] funds, and I wasn't aware of that at all, at all, until the day after it happened, that was E30K worth of money that was taken from funds without any discussion at any level of...the changes being made, are not just a tweaking'' (Killian, Management, Ireland);

'.......if ZITEP exists in order to develop the college, then ZITEP funds can be used to develop another aspect of the college...perhaps I am obstructing them from using ZITEP funds to do something else within the ministry or the college…........' (Killian, Management, Ireland).

The ZITEP mid-term review (Irish Aid, 2010a:18) also indicates a lack of lack of transparent communication and a lack of accountability as regards adhering to agreements:

'This clearly is a cause of serious concern, given the fact that commitments agreed are not honoured, despite efforts being made by various individuals…..a lack of commitment to meet deadlines and if there are continuous communication difficulties JSC – decisions of JCS rarely communicated to MCI. Need for clear reporting arrangements with MCI / MCZ where agendas, minutes and decisions are clearly communicated'.

Associated responses from Zambian ministerial and managerial partners identify an Irish controlling and micro-managerial approach underpinned by a lack of trust, whereby Zambian partners held little autonomy to adapt to changing circumstances and Zambian financial systems were ignored in favour of Irish systems:

'but when we look at it in terms of the monetary aspect, they seem to have an upper hand....in that they would try to sort of dictate to say the monies that we are bringing this how it's supposed to be used...they spell out the guidelines under which you are supposed to you know....use the money and of course we are very appreciative because they have really helped us so much in terms of equipment, material.' (Katlyn, College Director, Zambia);

'....they would want to prescribe everything and…..am, retiring of the monies….in the document, it says when that money is released it's supposed to be used and then retired in the manner that we do it here in Zambia and not the Irish way….it looks like you know, Ireland would want to dictate and they want us to retire in the way their accountants, or in the system that they do it there and because of that it is causing a challenge to the Zambian side. That is what makes us sometimes feel, they do this because they don't trust us, why do they want us to do this…..because we are not worried, of course we have adhered.' (Katlyn, College Director, Zambia);

'We don't have a lot of responsibility, for example if we could do the budget...Irish partners can change the whole budget...then say: "why have **you** changed the budget?"(Cathy, College Director, Zambia);

'...for example, we understand that in broad terms this has what has been agreed but as a country we can change to suit our environment...but in the terms of implementation, we seem to have difficulties when we try to adapt the project to our Zambian context....you know...we seem to get red flags flying saying: "no, no, no, it has to be this way"....' (Robert, MoE, Zambia);

'in the end the mutual respect, the learning the benefits are not coming out because now we must just stick to the goals, if the goals say one visit, one discussion, you will have one visit, one discussion, maybe you feel we can forgo this visit perhaps do something else, but it is: "no, the project says and we have agreed and the work plan"...it becomes so boxed, not allowing for innovation, creativity....which I seem to see in the other partnerships that we have........we have other partnerships....with the Belgians, the VVOB...with the Japanese through JAICA....' (Robert, MoE, Zambia);

As identified previously, a need for Irish Aid to play a role in ensuring equal participation between all partners was endorsed in the ZITEP mid-term review. With respect to financial accountability and transparency, this finding also emerged, whereby an Irish Aid inclination towards diplomacy was asserted:

'[that the] Irish Embassy considers, in discussion with the Joint Steering Committee, transferring funds directly to Charles Lwanga College of Education, ensuring that proper audits are carried out' (Irish Aid, 2010a: 15);

'...diplomacy takes precedence...' (Killian, Management, Ireland).

To conclude, findings concerning accountability and transparency in ZITEP reveal the following:

- The appointment of an Irish lead co-ordinator based in an Irish institution firmly locates the locus of control with Irish partners, is indicative of economic asymmetry and an umwillinness on behalf of Irish partners to relinquish control and has negatively impacted upon Zambian ministerial and institutional commitment
- There exists a strong support for an independent facilitator to act as coordinator, who remains independent of partner institutions, is preferably Zambian and is based in a Zambian institution
- Mutual autonomy is restricted by micro-management on behalf of Irish partners, the dominating presence of the Irish lead coordinator, hierarchical and authoritarian Zambian contexts, poor management processes in a Zambian context and limited Zambian infrastructure and resources. However, scant attention is paid to the actions and contexts of Irish partners which serve to limit mutual autonomy
- A strengthening Zambian autonomy based on increasing access to funding and demonstrated in their ability to decline funding for a renewal of the partnership
- The importance of personality and supportive personal attributes in faciltating inclusive managerial processes
- A lack of financial accountability and transparency in a Zambian context and the need for Irish Aid to play a stronger role in this respect.

5.4: CGDE: Accountability and Transparency

Issues of accountability and transparency within the CGDE were primarily explored through addressing its managerial and financial processes and procedures.

5.4.1   Management Arrangements

The CGDE was funded under the PSC, 2007 – 2011. The PSC was administered by the HEA on behalf of Irish Aid. The Public Information and Development Education Section (PIDE) Desk within Irish Aid was responsible for setting the PSC's policy agenda and liaising with the HEA on the implementation of the programme. The HEA was responsible for managing the project appraisal process including the appointment of a peer review panel of eight with international representatives. Irish Aid adopted an indirect role in appraisal, whereby two of the panel were independent people appointed by Irish Aid to represent their interests. As regards the extent to which this structure enabled shared management, the PSC Mid-Term Review (Gaynor, 2010:18) identified that:

> 'Staff interviewed in each of the three embassies and some at IA headquarters (HQ) felt that this approach did not allow for adequate attention to country contexts, or Irish Aid's priorities for this, within the appraisal process'.

CGDE governance was originally the responsibility of an executive steering committee, expected to meet three times a year and comprising members from Irish, Ugandan and Lesothan partner institutions. The executive steering committee appointed a director whose responsibility it was to ensure the implementation of the work plan and the operation of the partnership in conjunction with partner institutions. The partnership recruited a full time staff of three; a director, a project secretary/centre administrator and a postdoctoral researcher (an English academic originally based in LCE), all based in the lead institution Mary Immaculate College, Limerick, Ireland. Mary Immaculate College also had full responsibility for financial management including reporting to the funders, Irish Aid.

As outlined in the CGDE Evaluation (Jeffers, et al. 2011:33):

> 'The financial and legal management of the project rested in MIC. This mechanism, commonly found in joint projects, avoided the requirement to establish the CGDE as a corporate body, and allowed it to use the support structures of MIC. Contracts of employment were issued by MIC, the recruitment of staff was done through the MIC human resource office, and the financial matters were overseen by the Vice-President for Research at MIC. The institution had prior experience of projects of this scale, and has established financial, contractual and reporting procedures'.

It was outlined how following a mid-term CGDE Review (2010) by Dr Diarmaid Ó Donnabháin, adjustments to the terms of references of the executive steering committee and the establishment of two additional structures: the executive management sub-committee, which would meet monthly and the planning sub-committee, responsible for developing a 5 year strategic plan, were implemented. This review also recommended that the: 'Director will work under the direction and with the support of the executive management sub-committee' in (Jeffers et al. 2011:310).

Figure 5.2 outlines Initial CGDE Management Arrangements.

Figure 5.2: Initial CGDE Management Arrangements:
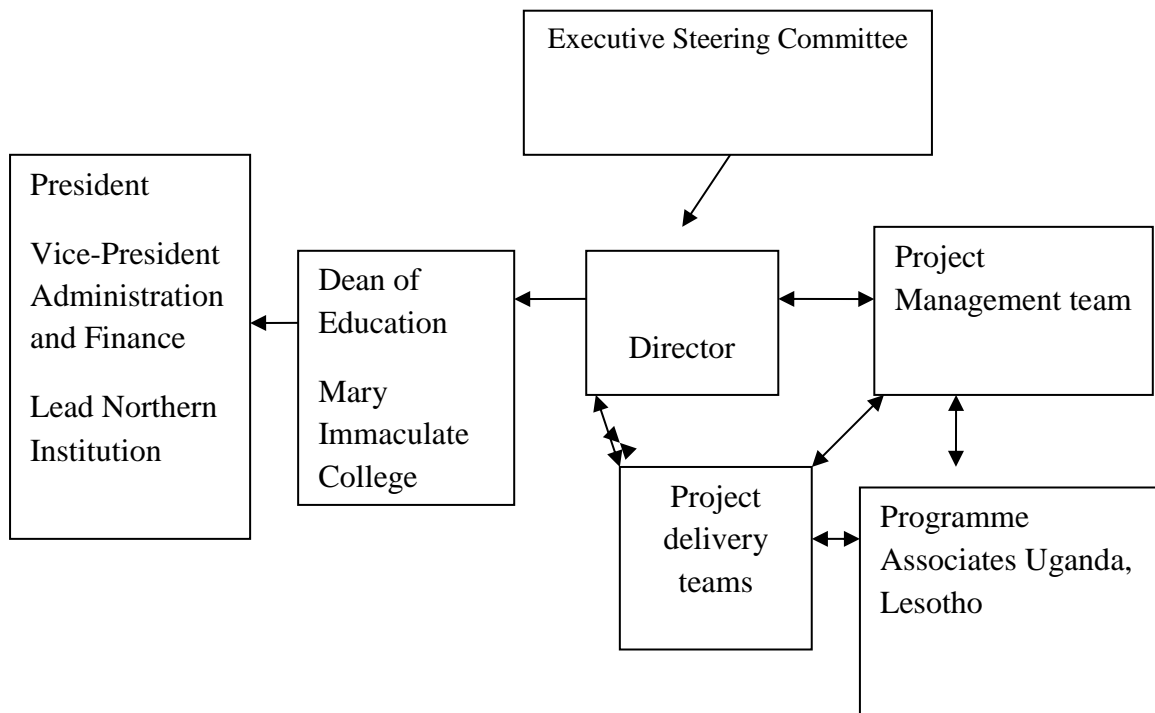
In both Uganda and Lesotho, local co-ordinators were employed to facilitate the work of the CGDE. In the case of Lesotho, the Deputy Rector of Academic Affairs at LCE was appointed to this post, while in Uganda the Assistant Commissioner for Primary Teacher Education was appointed. The CGDE's Ugandan management processes may be summarised in the following statement:

'....if we look at management, I was a [local] coordinator, then in Kyambogo we had a coordinator there [names Coordinator: X] to manage that other stuff. We had a line up of our activity, together with [CGDE Coordinator] we had to develop the Uganda chapter, looking at what we had and then pulling out the issues to do with the Uganda chapter, collaborated with [CGDE Coordinator]. Me, as a [local] coordinator.......I was accountable to the coordinator which was [names CGDE Coordinator] and [I had] consultations with [CGDE Administrator]. Many times we had to communicate by email, if I wanted to ask something urgent I made a call to [CGDE Coordinator]. If [CGDE Coordinator] wants to communicate, [they] makes a call to me.......

......For me as a [local] coordinator, I had an administrative assistant, we worked together. If we need information, we make calls to these institutions, if we need travel, I make it possible for [Administrative Assistent] to travel to these institutions, using our own local arrangements for travel. I faciliate [CGDE Coordinator] to go and access internet.....our decisions we could always take together with [CGDE Coordinator], also I consult with [Coordinator: X], where it needs in-country consultation, I make consultations my end. [Then] I talk to [CGDE Coordinator] and I tell her "well this could be possible this way"...' (Fergus, MoES, Uganda).

It was found that Ugandan and Lesothan ministerial and institutional management partners were very satisfied that they were actively supported to participate in decision-making processes:

'this is one of the best things about this partnership, in my view, it has its own weaknesses, but we in the South were quite strongly involved in the partnership, within the steering committee, within the smaller committees of the steering committee that we later formed...this was a very enriching experience....I didn't just go there for meetings, I learned a lot....from being engaged in negotiating with people from the North, understanding how they approach issues of this nature...gained quite a lot' (Tina, College Director, Lesotho);

'...our decisions we could always take together...I did not see that dominance...at least me, whatever I wanted to say, I said it...I was always given a chance....the chairman would allow everyone to speak...even say: "but this is the view of the Irish, what is your view?"........no one was policing the other, or oversaw the other, everything we did we did it together.' (Fergus, MoES, Uganda);

'Someone might not bring something up in a formal meeting but they could say it informally. All colleagues were able to give their input, we had many frank and candid conversations' (Patricia, Management, Ireland).

It was identified that the participation of Ugandan ministerial partners in CGDE management processess was particularly strong and also strengthened as the partnership progressed. In this context the perception emerged that Ugandan partners were more informed and committed than Lesothan partners:

'I'm not sure that when the representatives of the steering committee came for the steering committee meeting that they actually had thought out a plan or that they had even reflected on what the steering committee was supposed to be about....but that was variable some people were very clear....the Ugandan representatives were quite clear about what they wanted...where it became less clear was when people came to the steering committee meeting and weren't sure how they wanted it done...if a suggestion came up they might be just inclined to agree with it, and you weren't really sure if they agree with it because they thought it was a good idea, or they were agreeing with it because they felt that they should agree with it. Uganda were very clear on what project areas they wanted to address, the thematic curriculum, very clear on that, focused on policy' (Colm, Management, Ireland);

'I think there were more problems in the assessment project in Lesotho.......perhaps, there was a bit of, less sense of commitment.....' (Jacinta, Management, Ireland);

'When we tried to write CGDE proposal part two.....I suppose some of the people.....again it was variable....some of the main people giving ideas....suggestions around how that project should be done....would have been the African partners who had been involved in the previous one. So in that sense you could see some movement, in that they were making suggestions as to how it should be done...when it should be done......coming back saying: "it fits with our model...this is the way we do it so this is the way it should be done". For other people, I don't think it made any difference. I think with the CGDE....a ministry representative on the CGDE....coming from her you could see....phase two of the proposal.......we had a meeting here around that....you could see her making very concrete proposals and directing it....the other partners, no.....they kind of rolled in with it....' (Colm, Management, Ireland);

' the strong role of the Ugandan Ministry in the CGDE.....you can see how things progress, for example an increase in the presence of Southern partners at these events....they [MoES] have a very good role, particularly the teacher education department..' (Danny, Irish Aid, Uganda).

This was also acknowledged in the CGDE evaluation (Jeffers et al. 2011:15):

'The Ministry of Education and Sport (MoES) in Uganda conducted a robust vetting of the research activities and this involvement ensured a closer linkage between those carrying out the research and those likely to use it. This close linkage was less evident in Lesotho'.

Findings concerning managerial arrangements identify challenges in an Irish context with respect to attendence at steering committee meetings and the relationship between the CGDE coordinator, the steering committee and the host institution:

'

'In general the steering committee members displayed a very impressive personal commitment of time and effort to the project. Attendance at meetings was only moderate with many members attending less than half of the meetings. With increasing pressure on staff in higher education, some found it difficult to sustain their involvement, and there was a good deal of turnover in the committee, with a total of 29 people involved over the three years of the project' (Jeffers et al.2011:32);

'There were also tensions between the steering committee and the Director, in part over the degree of operational autonomy of the Director. Unfortunately, tensions between the Director and various others seem to persist to the end of the project. There were also disputes over smaller operational issues. The conservative approach of the host institution concerned with keeping the CGDE within the host institution was also identified. These tensions between the Director and Steering Committee and MIC as the hosting institution became a pervasive part of the project, and a number of the participants interviewed made some reference to the difficulties, often preferring to speak off the record. While various perspectives on the origins of the tensions were presented, it was clear that the inter-personal tensions absorbed energy and enthusiasm from some participants' (Jeffers et al.2011:33);

'I think MIC was the wrong institution; needed a more progressive, open institution, maybe UL.......could have been aligned to the education department of a university like UL, an institution that was more familiar with internationalisation, more open structures, less barriers. The CGDE was a more free floating entity, needed structures which reflected this, it wasn't specific to any one institution. Perhaps in UL the structures and governance would have been more enabling, while the people on the SC were very supportive, the institution itself was quite conservative..' (John, Management, Ireland);

'there were certain things [CGDE Coordinator] could have done better on, talked about not being given enough freedom....I would love to have absolute freedom, but I have to accept that no, I have to approach things in a certain way be diplomatic about things.....' (Tina, College Director, Lesotho).

An Irish Aid, Lesotho respondent identified the need for a stronger CGDE Irish presence in Lesotho and Uganda so as to strengthen support and facilitate an understanding of local contexts and dynamics:

'maybe we should have looked at the possibility of the CGDE placing some people in the countries in which we operating. I always found it weird that they operated from Ireland most of the time...I think that once they decided to work in the college the best thing they could have done, at least in the two countries, Lesotho and Uganda...they should have considered placing a person within the institutions where they are going to be working, and then having a local somebody assigned to that programme, that would have helped to get more information and build the programme better, like, maybe, why can't we look at it from this angle, coming from this side. You [the researcher] and I are sitting in the office and we can discuss and you can understand that in Lesotho people are doing this and out there are saying this and that and it is in a relaxed atmosphere...' (Trevor, Irish Aid, Lesotho).

Findings indicating a strengthening Ugandan and Lesothan autonomy also emerged, whereby the potential for oil revenue in Uganda and wider access to funding was identified:

'....I think the Ugandans are very much are looking forward to the arrival of oil because what they have said to us [is that] the relationship will change, that's fine, that's good, it will be less of us and more of them....that it will put the Ugandan government in the driving seat, it will give them more leverage....' (Siobhan, Irish Aid, Uganda);

'one thing that has to be kept in mind is that the institutions have linkages with quite a lot of foreign organisations, and so, in the end if an institution like LCE is not very happy about the link with the CGDE for example, it does have other entities that it can associate with....it's not that constrained and somebody like [College Director] has quite a bit of experience in dealing with aid organisations for the benefit of LCE. I think [College Director] would certainly say that if there was good reason to ask for changes, [College Director] would...'' (Jacinta, Management, Ireland).

In further exploring Lesothan and Ugandan autonomy, as found within ZITEP, a preference for a financial contribution, expressed particularly by Ugandan respondents with respect to the Ugandan ministry, so as to strengthen independence and autonomy was identified. The need to acknowledge that contributions are not only financial and the need for clarity concerning responsibiliities and contributions was further endorsed:

'we may not be able to finance a good portion....but still people people would feel, maybe a bit more, that this is our thing if they are doing more of financing of the activitities' (Steve, Lecturer, Kyambogo University, Uganda);

'In terms of resources, when we only fund you and ask nothing from you, it undermines the partnership' (Danny, Irish Aid, Uganda);

'there has to be mutual contribution, whether in kind or direct....we release people to do things...direct the research teams that come here...we allocate vehicles for them to visit the schools...possibilities are there for the Southern partners to make a contribution....responsibilities have got to be finely defined...so that we know...the Lesothan institutions have responsibilities and contributions to make, those have got to be well defined...there were issues about the reimbursement of petrol expenses....the Irish partners felt that this would be too much for them...that's fine, but agree in advance, not assuming…negotiate these things more...' (Tina, College Director, Lesotho);

'if you define the responsibilities clearly, the duty is clear, of each partner...it gets easy to account....if they are not well defined, accountability becomes difficult....[the] role of LCE and responsibilities within the CGDE, I would not say that those were quite well defined....as management of the college...we were responsible for ensuring that those things were carried out successfully....and the outcomes were those that were defined... (Tina, College Director, Lesotho).

5.4.2   Financial Accountability and Transparency

As regards financial management, CGDE finances were entirely managed by MIC, reflective of the general PSC approach:

'However, it is clear that Southern HEIs do not control project money in this phase of the PSC. The chief reason seems to be that the first cycle launch structures and administration were, of necessity, organised around the Irish HEIs (to whom the call was issued). It was felt that resources could be allocated to Southern institutions in a next phase (Gaynor, 2010:16).

A lack of transparency concerning financial arrangments was further identified:

‘‘we have worked with Americans, they are more open and outgoing, its nice because they can express themselves, say what they think...someone who is very much into themselves is very difficult to read, especially when it comes to money issues, where you are hoarding, even within this partnership, you talk about: "Well, we might have certain resources for that", [we ask]: "how much do we have?", [they respond]: "well, we will see", and it never comes out.....the issue of transparency is important for partnership, how much they have to spend on you in Ireland compared to how much they have to spend on a PhD student here, I don't expect it to be exactly the same......maybe differences.....as long as it is transparent and we understand what the basis is..... (Tina, College Director, Lesotho);

'...[confusion] in the financial department, because you can't really ask much questions.....didn't know how much our side was contributing, how much their side was contributing...that you could say: "what's my allowance for a day and what's their allowance for a day?"....it didn't really matter much because they were taking care of everything but there are somethings that I would have liked...such information, that this is how the college contributed, I know it is at the higher level, [when you are given] information like that, you really feel that you are growing, so that you also infuse it into other people as to what a partnership is likely to include and not include...' (Lorcan, Teacher Educator, Lesotho);

'If the budget is only handled by the Irish, then the Ugandans have no idea what the budget is' (Danny, Irish Aid, Uganda).

Findings further indicate a concern with corruption and the primacy of the Irish tax payer in this regard:

'worry that if we transferred funds into a ministerial account, that they wouldn't necessarily get spent on....they would get spent on good stuff, but not neccessarily the stuff it was meant for..I'm not saying that happened....I'm saying that was a fear and it wasn't always a fear just from us....it was a fear from our partners....it kind of came from them....in some ways the simplest thing for us to do would be to wire money to an account....' (Colm, Management, Ireland);

'....looking at reprogramming our sector budget support....we are targetting more projects, and that's the reason why we are doing it....because we have concerns about corruption....' (Siobhan, Irish Aid, Uganda);

'....I'm responsible ultimately for tax payers money....the most important thing I have to do is to protect the tax payers money...you have to be very very careful how, where do you draw the line between being intrusive and becoming responsible for tax payers money.....between imposing and prescripting and saying: "well, this is the way it has to be done". You have to be very careful that sovereignty is there...if I want to be respectful and mindful of the Paris Declaration on Aid Effectiveness, on partnership, put the government in the driving seat, but if I've a problem about corruption, which is the lesser of the two evils for me, reneging on our ideal of a pure partnership, or tolerating corruption?...I will give priority to ensuring our resources [are spent] as best as possible, if that means conditions, then yes, I have to say that...the difficulty with that is....it does undernine the partnership model' (Siobhan, Irish Aid, Uganda);

'Researcher: Are the tax payers demanding more?'

'A definite yes, we have to increasingly show where and how we are spending funding and the impacts this has' (Harry, HEA, Ireland).

The need for Irish Aid to play a more supportive role in facilitating accountable and transparent financial management procedures within the partnership was found:

> '..never any mechanism for the African partners to manage the money...perhaps something that Irish Aid could help with...burden on an institution in Ireland to manage and account for monies that are being spent in that context, because there aren't the same procedures and regulations [in Southern countries]...and we don't have oversight of another college in Zambia...' (Colm, Management, Ireland).

In a similar vein, the potential for Irish Aid including the Irish Embassies to play a stronger role in both the conceptualisation and operationalisation of the CGDE, and the barriers in this regard including the capacity of the Irish Embassies was further outlined:

> 'We would like more involvement as the Irish Embassy in Uganda, sometimes we have no idea that Irish and Ugandan universities are working in partnership. Irish Aid is important particularly in terms of sharing knowledge, we can offer advice, link the research more in to policy discussions with the MoE' (Danny, Irish Aid, Uganda);

> 'it's very important that we don't have overlap....keep some kind of consistence...important here for the programme here to be aware of what's happening...when we do have Irish institutions coming in...it's nice to meet them, support the Irish connection.....to meet them....[offer] support, that people feel that they can come in and meet us, also very useful for us as well...' (Siobhan, Irish Aid, Uganda);

> '....managing a bilateral aid programme, its a huge amount of work....because there is a lot, lot of things going on in Uganda...so many initiatives going on, sometimes it's hard to keep up with them....I don't think we should micro-manage what is supported at HQ...' (Siobhan, Irish Aid, Uganda).

The need for strengthened engagement with the PSC across Irish Aid and the openness of the Irish Embassies to a more unified Irish Aid engagement was also identified in the recommendations of PSC Review (2010) and in the CGDE Evaluation (2011):

'Given the central role of Irish Aid in initiating and funding the CGDE, it is surprising that there does not appear to have been any direct role in any of the CGDE activities for the Irish embassies in Maseru or Kampala. Such engagement might have brought about a greater coherence between the work of the CGDE and that of Irish Aid generally' (Jeffers, et al. 2011:27);

'Ensure that this programme sits across the organisation rather than in one section as is the case currently (Public Information and Development Education). Put in place strategies to promote coherence and harmonisation, including linkages with research strategy and a more significant role for Embassies and nominated representatives across Irish Aid sections to input to briefing for appraisal' (Gaynor, 2010:8);.

'All [Irish Embassies] were adamant that there should be a stronger role for country programmes and expressed a desire and willingness to engage' (Gaynor, 2010:22-23).

In summary, findings concerning accountability and transparency within the CGDE document the following:

- The host institution , MIC, is primarily responsible for legal and financial affairs with little or no devolvement to Ugandan or Lesothan institutions
- Ugandan and Lesothan ministerial and institutional management partners were very satisfied that they were actively supported to participate in decision-making processes. The Ugandan ministry demonstrated a more committed and informed approach to participation, which strengthened as the partnership progressed
- Managerial issues and conflicts were apparent in an Irish context including diminished Irish partner participation in the steering committee, the perceived conservative nature of the host institution, its unwillingness to move beyond the confines of the institution and the coordinator's need for enhanced autonomy
- The need for a stronger CGDE Irish presence in Lesotho and Uganda so as to strengthen support on the ground and facilitate an understanding of local contexts and dynamics

- A need for Irish Aid and Irish Embassies to play a stronger role in both the conceptualisation and operationalisation of the CGDE, the existence of capacity barriers in this regard and the need for strengthened engagement with the PSC across Irish Aid.

- Enhanced Ugandan and Lesothan autonomy associated with rising oil revenues and access to funding

- A desire for Ugandan ministerial financial contributions so as to strengthen autonomy and the need for greater clarity concerning the responsibilities, contributions and remunerations for all partners in this context

- There exists a concern with corruption and the needs of the Irish tax payer are being increasingly prioritised in this regard. The potential exists for Irish Aid to play a more supportive role in facilitating accountable and transparent financial management procedures.

The following Table 5.2 synthesises findings concerning accountability and transparency within ZITEP and the CGDE:

Table 5.2: ZITEP and the CGDE; Accountability and Transparency

Accountability and Transparency	Zambia	Lesotho	Uganda	Ireland
Management Arrangements and Processes	The appointment of an Irish lead co-ordinator based in an Irish institution locates managerial control with Irish partners.	The host institution, MIC, is primarily responsible for legal and financial affairs with little or no devolvement to Lesothan institutions.	The host institution, MIC, is primarily responsible for legal and financial affairs with little or no devolvement to Ugandan institutions.	Issues and conflicts including the perceived conservative nature of the host institution, its unwillingness to move beyond the confines of the institution.

Management Arrangements and Processes	Support for an independent facilitator, preferably Zambian and based in Zambia.	Lesothan ministerial and institutional partners are actively supported to participate in decision-making processes.	Ugandan ministerial and institutional partners are actively supported to participate in decision-making processes.	The coordinator's need for enhanced autonomy and a lack of participation in the SC.
	Micro-management by Irish partners, coupled with hierarchical and authoritarian Zambian contexts, characterised by weak management processes and limited infrastructure and resources, obstructs the operationalisation of mutual autonomy.	Lesothan ministerial partners are less active with respect to decision making. The need for a stronger CGDE Irish presence so as to strengthen support on the ground and facilitate an understanding of local contexts and dynamics.	The Ugandan ministry demonstrated a more committed and informed approach to participation, which strengthened as the partnership progressed. A strengthening Ugandan autonomy associated with rising oil revenue.	
	Minimal attention is paid to the actions of Irish partners which serve to diminish mutual autonomy.	Lesothan partners can assert autonomy influenced by increasing access to varied funding. Need for a more integrated Irish Aid role	Ugandan partners can assert autonomy. A desire for Ugandan ministerial financial contributions so as to strengthen autonomy.	

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Management Arrangements and Processes			Need for a more integrated Irish Aid role.	
Financial Management	A lack of financial accountability and transparency in a Zambian context. The need for Irish Aid to play a stronger role with regard to ensuring financial accountability and transparency.	The need for greater clarity concerning the responsibilities, contributions and remunerations for all partners.	There exists a concern with corruption and the needs of the Irish tax payer are being increasingly prioritised in this regard. A stronger role for Irish Aid in this context.	

The following section proceeds to conclude this presentation of findings with an outline of findings illustrating the nature of capacity development within both ZITEP and the CGDE.

5.5   ZITEP: Mutual Capacity Development

In an effort to explore the extent to which ZITEP demonstrated mutual capacity development, the following issues were explored in interviews, observation and the review of secondary documentation:

- Agendas and motivations
- The nature and practice of capacity development activities
- Outcomes.

5.5.1 Agendas and Motivations

Findings concerning the driving agendas and motivations behind ZITEP show that Irish partners are motivated by various agendas and needs. Charitable and philanthropic agendas built on the historic traditions of Irish teacher education institutions, a commitment to social justice, the intention to consolidate and advance global development related activities and further collaborative relationships with Irish Aid in this regard, the desire to advance an internationalisation agenda and a concern with strengthening professional collaboration with fellow Irish teacher educators were identified as guiding agendas and motivations. Indicative quotes include:

'perception was...when [the Irish MoE] travelled abroad [the Irish MoE] was asked a lot about education and the success of the Irish education system: "how did we do that?". Teacher education in Ireland had a very good reputation and [the Irish MoE] felt that this was an area in which it might be possible to offer some assistance in' (Anna, College Director, Ireland);

'there is a long tradition in Irish education, higher education particularly teacher education, of people working for the developing world...its not inspired or prompted by commercial consideration, it is a philosophical, or in some cases a religious...a philosophical...philanthropic commitment' (Anna, College Director, Ireland);

'I guess, build their profile in this area...international profile and also regarding Irish Aid who were funding such projects...' (Killian, Management, Ireland);

'not to be left behind' (Emer, Management, Ireland);

'I was very interested that it would be a collaboration with the other colleges of education because we don't get many opportunities to meet our colleagues in [identifies three Irish teacher education institutions]...' (Frida, Teacher Educator, Ireland);

'...I think it's very important to reach out beyond the population of students we have here...who are white, affluent and very priviledged for the most part...' (Janice, Teacher Educator, Ireland);

'...after they have learned that, they want to develop a tactic of how they can come in and help...when they come here…they have experienced communication…how transport is organised here...[they] think: "let us help this society with transport so that some one is able to deliver teaching materials, to deliver a workshop on time"...' (Sally, Teacher Educator, Zambia).

The agendas and needs of Irish Aid related to their poverty reduction objectives and development education objectives concerned with strengthening the knowledge and skills within teacher education institutions with respect to the development sector and building links with Irish educational institutions in this regard:

'....what we can learn is maybe from the challenges that you have...more about learning about the context of development within an overall developmental approach. Hoped that they would learn things like about how education is so fundamental for a broader development....transformative nature of it, when it is done well......around the importance of seeing education within the broader government mandate to deliver services for people....' (Ben, Irish Aid, Ireland).

Irish Aid's development education and poverty reduction objectives are identified in secondary documentation including ZITEP's Draft Concept Note (Irish Aid, 2007d) and the Draft Irish Aid Internal Paper (Irish Aid, 2007e):

'Irish Aid is committed to improved quality and teacher education is central in this objective. Drawing on Irish institutional support is consistent with the thrust of the Government White Paper. Institutional collaboration will strengthen Irish capacity, increase development expertise and raise public awareness in Ireland of Irish Aid's development initiatives in SSA' (Irish Aid, Draft Internal Paper, 2007e: 1);

'It also represents a partnership approach between Irish Aid and key stakeholders in the education sector in Ireland' (Irish Aid, Draft Concept Note, 2007d:1).

The extent to which Irish institutional agendas were discussed and also identified in secondary documentation was minimal and this was found to be damaging as regards transparency:

'I'm not very sure, whether in the document, it was very very clear what kind of benefits you in Ireland would get...' (Robert, MoE, Zambia);

'...initially Zambia did want to highlight that that Irish colleges would benefit but then they had difficulty identifying these benefits. More transparency now regarding how Irish lecturers are benefitting for example papers will be written, their international experience. That was not there at the beginning' (Jackie, Irish Aid, Zambia);

'...I'm not sure that we pushed them [Irish institutions and lecturers] to discuss it...that would be interesting...I don't think that we ever really sat down and said: "what do you want from this?"....' (Colm, Management, Ireland);

'If these partnerships are just working to serve the benefits of Irish third level institutions, then it is distortionary. They are going into this under the guise that they are helping but they have their own incentives. There must be a transparency around agendas.

Researcher: Have you any examples of where institutions are transparent about the benefits to them?

VSO in the UK. They discuss how VSO officers are not just providing assistance, theirs is a healthy model' (Patrick, Irish Aid, Ireland).

Secondary documentation including the Draft Concept Note (Irish Aid, 2007d), the Draft Irish Aid Internal Paper (Irish Aid, 2007e) and the ZITEP Proposal (St. Patrick's College of Education, 2008) refer primarily to what the Irish institutions are bringing to the partnership as opposed to their agendas and needs:

'The Irish system of education is highly regarded in Zambia and teacher education, in particular, is considered a pivotal model for many evolving Sub-Saharan Africa systems. Further, the Irish Department of Education and Science has successfully focused on (i) education quality and strategies that emphasize the centrality of teacher development; (ii) developing teaching and learning resource materials and (iii) implementing a child-centred curriculum' (St. Patrick's College of Education, 2008:10).

Findings show that capacity development for Zambian partners is prioritised with outcomes monitored and evaluated in terms of outcomes for Zambian partners; apparent in ZITEP's proposal objectives (St. Patrick's College of Education 2008:14):

- 'To strengthen the pedagogical skills of teacher educators/tutors in Zambia
- To inform policy in the area of teacher education in Zambia by identifying, documenting and implementing good practice
- To contribute to enhanced professional development of teacher educators and tutors
- To strengthen linkage between Teachers Resource Centres and colleges of education and ensure the TRCs contribute more directly to quality teacher education
- To ensure the programme enhances awareness of HIV and AIDS, gender equity and other relevant issues in teacher education'.

Findings also illustrate that the majority of Zambian teacher educators and Zambian managerial partners understood the partnership to be primarily concerned with Zambian needs and outcomes:

'...the partnership was brought on to forment our thinking and practice as teachers…' (Michelle, Teacher Educator, Charles Lwanga CoE);

'I am not sure, but what I deduced is that this partnership has more focus on Zambia...we are being capacity built more than the Irish...because they are a developed country, as we are a developing country' (Ciara, Teacher Educator, Charles Lwanga CoE);

'my evaluation of this, it is more tilted to us receiving and them giving…..on the continuum, it is more of us receiving than giving out' (Vera, Teacher Educator, Kitwe CoE);

'....in this partnership, it is presumed that the deficiencies are here, then they come to correct what the deficiencies are...' (Cathy, College Director, Zambia);

'...for me, if I look at the project document it was mutual, when it comes to implementation, I think the focus has been...this is a Zambian project, it's the Zambians that must improve...the mutual aspect is not being respected in the implementation so then the project falls in to an area...that I would say is like any other donor project.....' (Robert, MoE, Zambia).

A primary focus on outcomes for Zambian partners was found to obstruct a key principle of partnership; mutual learning, cause confusion as to the principal beneficiaries and diminish clarity and transparency as regards the contributions and outcomes for all partners:

'This has beeing a tricky one, because we are thinking you can't have a partnership if the aims are all to do with what one set of partners is going to get out of it. What we were being funded for was what is the impact in Zambia...all our reporting is against those objectives..' (Killian, Management, Ireland);

'partnership must be very very clear from the begining, so that we know the level of participation...if our colleagues give 50% the others give 50%...or, if we should be capacity built more or learn more than our colleagues learn from us...know exactly what is stipulated for the objectives of this partnership...the level of participation for each one of the two partners….' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

Almost all of the Zambian teacher educators along with College Directors and the MoE supported a focus on learning from Zambian partners as a necessary component of a partnership model:

'An ideal partnership.....a partnership that brings the two parties together.....a partnership that should be able to exchange ideas....a two- way system.....not I learn from you all the time' (Peter, Teacher Educator, Charles Lwanga CoE);

'…..everyone has ideas...something to offer...may not be on a par...depending on where you are coming from but the input should come from both sides'(Sally, Teacher Educator, Charles Lwanga CoE);

'to be in partnership is not all the time you are being fed....that's not partnership....' (Vera, Teacher Educator, Kitwe CoE);

'I have this resource, you have this resource then you find strengths somewhere' (Cathy, College Director, Zambia);

'......we felt strongly that we wanted a mutual partnership.....[previously] donors basically would come with a perception that you don't have anything to offer they have everything to offer.......there must be some mutual partnership..' (Robert, MoE, Zambia).

Mutual learning was also supported as a neccessary principle of partnership by Irish partners and the ZITEP proposal (St. Patrick's College of Education, 2008):

'....it has to be reciprocal...it cannot be one way.....where we have something to offer somebody else. That was an issue in terms of the project, arose from building teacher education in Zambia, we always insisted that we have a good deal to learn from the Zambian experience....for example in the area of aids, gender area....some of what was happening was actually quite interesting....that has to be accepted as part of the process, you cannot assume that you have two groups of people in this partnership, those who have something to learn and those who have something to offer, it cannot be that sort of pertnership and I think we did work to try and do that......' (Anna, College Director, Ireland);

'To build a partnership between CoEs in Zambia and Ireland through the provision of opportunities for mutual learning' (St. Patrick's College of Education, 2008:14).

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However, findings also show a support for prioritising Zambian needs so as to recognise knowledge inequalities, that not doing so is disengenuous, the need to acknowledge Irish expertise and the primacy of Zambian educational development in contributing towards poverty reduction over educational development in Ireland.

'We have to recognise inequality...be open about this, discuss it...we don't acknowledge that...political correctness gone too far...development language in proposals etc. is that: "we have to stick to equality", too PC: "we cannot minimise the capacity of the other". Irish lecturers are educated to PhD level, they have knowledge that Zambian lecturers want' (Emer, Management, Ireland);

'...we must be realistic, we are not talking about institutions which are on the same level in terms of needs...' (Jackie, Irish Aid, Zambia);

'...it's not about comparing like with like, its not about: "we will benefit greatly from your system", nobody in their right mind is going to say that...' (Ben, Irish Aid);

'..some cynics might think that the benefits to Irish colleges are just being pushed because it is a partnership and a partnership states that there must be benefits to all…because the consultant's report said it had to be addressed' (Jackie, Irish Aid, Zambia);

'...Ireland maybe particularised as a developed country...us as developing...we can learn how have they managed to achieve what they have...' (Cassie, Teacher Educator, Charles Lwanga CoE);

'In basic schools, in particular, there are growing concerns about the quality of education. These weaknesses are illustrated in the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) study which placed Zambia thirteenth out of fourteen in literacy levels of the Sub-Saharan countries participating in the study. Further, Zambia's latest National Assessment Survey (2006) of Grade 6 achievement indicates no improvement in English language standards from the unacceptably low levels, highlighted in earlier assessment surveys' (St. Patrick's College of Education, 2008:6).

Findings further identify difficulties in synthesising the needs and agendas of multiple partners and in ensuring that the stategies adopted by Irish teacher education institutions are aligned with good practice principles in development aid and are primarily concerned with poverty reduction. The ethics of encouraging outcomes for Irish partners was also highlighted:

'...Irish Aid funding is not intended for the colleges in Ireland, all Irish Aid funding is for programme countries...the Irish MoE's mandate is for Irish colleges...' (Jackie, Irish Aid, Zambia);

'...it was important to faciliate partnerships, for us, that will make a difference to development...not about what was happening here...didn't start and finish for institutions in Ireland...' (Ben, Irish Aid, Ireland);

'...ZITEP was not linked in with how the donor community wanted to proceed, for example harmony, alignment etc...it was outside the context of what was being attempted in the sector, that is to try to avoid stand-alone projects....' (Jackie, Irish Aid, Zambia);

'As a donor agency we are primarily concerned with the needs of developing countries, not the needs of third level institutions in Irish countries' (Patrick, Irish Aid, Ireland);

'Researcher: Should Irish partners attain outcomes?

'....maybe that has to happen...you can't short circuit peoples experience and getting experience.....people have to walk that journey.....seeing that there are things to share and valuing sharing, will come if it is beneficial......what's in it for us in a good way.......' (Ben, Irish Aid, Ireland).

In further exploring Irish philanthropic and charitable motivations, the potential for differing forms of engagement with Zambian institutions was discussed. It was found that initiatives including joint modules or franchises are not favoured by Irish managerial partners due to their commercial and market based focus. Zambian institutions and students are not perceived as a source of financial gain and therefore a preference for engaging in aid related capacity development relationships with Zambian institutions was identified:

'we certainly don't make any money on it, and we don't look to make any money on it...as long as the main aim isn't a commercial one...I have to say I'd worry about [that]...I'm not a great believer in having the sub-office in Lusaka...as a way of offering an Irish degree to people...' (Anna, College Director, Ireland);

'No, I feel that they should do their degrees in Zambia...I would not like to go down that route...[the partnership] is ending now, it will not happen' (Emer, Management, Ireland).

It was suggested that Irish educational institutions remain pre-disposed towards North-South relationships underpinned by charitable constructs:

'...you see, within the institutions, there are other aspects of development activities...very like charity, especially the ones that students are involved in, it's very charity oriented and that kind of model really is prevalent within the institutions and that idea of partnership is all we can do...' (Killian, Management, Ireland);

'I think for many people in many institutions, certainly at the starting point of engagements like this, they are not thinking through a particular model of partnership, or indeed a particular model of development......a sense that we have something to offer that other people might be able to benefit from....that in itself has to be questioned , who has to offer what to who, where, all the rest.......' (Ben, Irish Aid, Ireland).

5.5.2   The Nature and Practice of Capacity Development Activities

With respect to the capacity development activities engaged in, the ZITEP Mid-Term Review (Irish Aid, 2010a:4) outlined that:

> 'The programme comprises a series of exchange visits between Ireland and Zambia by selected college lecturers, reflections on the visits, curriculum-area based interaction, and inter-college meetings in Zambia to disseminate new ideas. This basic structure would then be expanded through Action Research to help consolidate and institutionalise the new approaches and to assist in policy development in the field of pedagogy. Getting new ideas to the classroom was to be achieved through close collaboration with the national Teacher Resource Centre network, and thus to the classroom. Critical cross-cutting issues such as gender and HIV/AIDS would be addressed through all the components'.

In essence, the key components of ZITEP included the exchange visits, inter-college meetings, inter and intranet development, action research and Teacher Resource Centres (TRCs). The exchange visits, with respect to Zambian partners visiting Ireland, comprised a focus on observation, ICT, learner centred approaches, thematic teaching, planning, the curriculum as well as social activities:

> 'Observe lessons in class.......how best I can use ICT in physical education...........'
> (Deirdre, Charles Lwanga CoE);

> '....they way classrooms are managed...the way subjects are thought....thematic teaching…' (Peter, Charles Lwanga CoE);

> '…..I saw examples of learner centred approaches in action...where students were brought outside to examine a geographical issue…also the teaching of history...where learners were exposed to history in such a way that they referred to old materials...things that were within their reach....told to bring their old photos of their towns etc' (Michelle, Charles Lwanga CoE);

'participated in delivery of lessons....observed how the learners.participated….in the planning...implementaion...evaluation...of lessons' (Alan, Charles Lwanga CoE).

'looking at the curriculum we have in the collee and the school curriculum (Georgia, Kitwe CoE).

In exploring mutual exchange, findings show a strong commitment, on behalf of Irish partners, to building on Zambian knowledge and practice and a particularly strong focus on utilising accessible resources, appropriate to local contexts:

'...the oral tradition of story telling is very strong in the villages with the families...that was a resource that was there, that they could tap into, they don't need fancy programmes, they could write texts with the children, with the families...folklore, there are resources, rich cultural traditions...given the fact that the college library had old tattered story books with a big large stamp 'donor' and 'donated by'...little stories with white children and the dog being washed in the bath...stereotypes. I think they need to integrate their own resources...we started looking at the fables...for example the hare and the tortoise...from inside out, what is in the local culture...the same in Ireland, local stories, folklore, myths, legends, told by their parents, grandparents….' (Frida, Teacher Educator, Ireland);

'....I learned that no material is useless....in St. Patricks and MIC.....they used old card board boxes, plastic containers, leaves, sellotape..........and made learning resourceful...we have plenty of grass....we cry to the principal: "can you give us money, we want to buy plastic"........from that time I said: "no, let me work towards this. If you look behind [at their office shelf] you will see some of what I am using......nothing should be thrown away (Mary, Teacher Educator, Kitwe CoE);

'but one of things I've learned...what I've observed from our counterparts in Ireland was that, the person I was working with, she would be moving with a big carrier bag, basket...using anything, a box...using the local environment and the locally produced materials...I found she was very good at that...

....now coming back here in Zambia I would use a washing powder container...so that when I am teaching about the market I can use those things...they are here but they are kind of silent...but seeing another person using it, it gave me more...interest, motivation to do the same ...' (Alan, Teacher Educator/management, Charles Lwanga CoE);

'....[X] from Marino [CoE, Dublin, Ireland].....made a presentation where [X] used local environment.........looked at algae, trees, all plants in plant classification........came back to class.......put those plants in order of complexity......got that from idea [from X].....called it a trail....we fuss a lot about equipment here....emphasis there on using local materials....plastic bottles.....' (Jack, Teacher Educator, Kitwe CoE);

'....through action research we have discovered that our students can explore more than expected....I looked at the way action research is carried out in Ireland.....from a simple topic what came out was very interesting......I thought why can't we do the same in this college....helping our students to solve their own problems when they go into the schools....it was very beneficial. The only thing that I like about the Irish approach to action research is that it is simple and straighforward and easy to understand...two groups from Kitwe College are being trained in action research by the University of Zambia......sometimes its hard to follow the University of Zambia and when we look at the ZITEP side we discover that it is very straighforward, simple and very focused.....on the other one there is too much theory and terms.....Irish approach is straightforward....' (Jack, Teacher Educator, Kitwe CoE).

Findings show that on a general level the professional relationship Irish and Zambian teacher educators was extremely positive and genuine, based more on collegial over aid relationships and contrasting significantly with Zambian and Irish managerial relationships:

'because when we meet as colleagues, we really meet as colleagues...we interact at that level, as lecturers...that for me has been our strong point...we have interacted very well. For [the] colleges all is fine....but the partnership between the Ministry and the Irish, that is where things are not very clear...

.....it is like they did not have clear terms of agreement.....with the colleges we are able to learn from one another….' (Mary, Teacher Educator, Charles Lwanga CoE);

'....we respected each others opinions.....we learned a lot from our friends in Ireland and they did learn a lot from us.....very good time....really sharing skills and knowledge......both parties benefitted....and are still benefitting......' (Deirdre, Teacher Educator, Charles Lwanga CoE);

'…when the preople from Ireland come here.....we share.....we have a wonderful experience…' (Deirdre, Teacher Educator, Charles Lwanga CoE);

'I think the interaction between the lecturers was where I saw the strongest examples of partnership....you can actually get real partnerships between sets of lecturers and indivuals rather than at the higher level..less focus on money at this level…….can relate more as colleagues' (Jackie, Irish Aid, Zambia);

when they [Irish Lecturers] come here I don't think they have any negative impacts on us, they can work well, interact, mingle with our students and they fit in (Katlyn, College Director, Zambia);

'.....most creative things in the project were the bits where the staffs actually came together and worked together.....bits of the partnership that worked best were when people working at the chalk face as it were, in Zambia and in Ireland, came together, that was enourmously creative.....

.....I must say here, that the Irish they have not shown that they are all knowing that they are doctors, they have not shown that. I think getting to know people more and really seeing and listening to what, you know, people are saying and the way they are saying it, and you know, I think that has tried to increase the confidence of the Zambians. I think they have done a very good job, so far, we have had a very good relationship with that, we have had a nice time, we have been very happy, we have been working together very well...' (Larry, Coordinator, Zambia).

Findings gathered from observing two ZITEP exchange visits to Ireland on the 10th – 23rd October 2009 and on the 11th to 25th October 2010 also identify a genuine, collegial and enjoyable professional relationship between Zambian and Irish partners. Secondary documentation also supports the persistence of positive relationships between Zambian and Irish teacher educators:

> 'Both in Ireland and in Zambia, lecturers without exception, have expressed their satisfaction especially with the exchange visits and the ways in which close professional and personal contacts have been established' (Irish Aid, 2010a:5);

> 'fruitful collaboration between lecturers from all the partnership colleges. There was an enthusiasm for the programme which was totally lacking in our management-focused discussions' (Irish Aid, 2010a:5).

However, in further interrogating the relationship between Zambian and Irish teacher educators, the persistence of historical giver and receiver roles, asserted as prevalent in development thinking and practice, was identified as limiting professional relationships :

> 'I also feel that the models prevalent in development have been active and passive roles….there is a tendency for the Zambian lecturers to sit back and say: "what have you got?"...there can be the tendency where the Zambian lecturers are quite happy to play the passive role...it's difficult on both sides to challenge those roles, and I suppose that was what we were trying to do to some extent here...

> ....people have to change their mind-sets, people are coming from a historical mind-set of what development looked like in the past and what they conceive of as development...they are the agents of their own development and we recognise that, we can't be agents for them...that's a work in progress' (Killian, Management, Ireland,);

> '...for us, as Zambians, it has taken us so many years of thinking that someone from somewhere will come and solve our problems, and yet it is our role to solve some of our immediate problems...some of the problems that we face do not need someone from far away' (Mary, Teacher Educator, Charles Lwanga CoE).

In a similar vein, that Zambian teacher educators are not particularly confident in collaborating with peers who they may regard as more informed and qualified was identified:

> 'our colleagues who come here, they are doctors, ok...to me that itself has created a gap between the way we relate to each other...those guys, they look at our level of development and they feel that they cannot easily fit into the system, they would rather bring us towards their system. We may ask certain questions and they may think: "they are teacher educators and they don't know this!"...people from Ireland may think that certain things we are doing are elementary....

> ....for example, if I go to an Irish person and ask about action research, they may say: "oh my god, how do you work if you don't know about action research?"…you feel bad about it...we are all on two different levels, I am on the learning process, he has already learned and is at the implementational point...it becomes difficult...one plays a supervisory role, while you are doing the write up...that itself for me creates a gap between working together...' (Vera, Teacher Educator, Kitwe CoE);

> '…..I do think that the disparity in qualifications, certainly at the beginning, would have been seen as a power imbalance...' (Killian, Coordinator, Ireland);

> 'of course it is natural that one feels intimated just by the idea of learning or knowing that this other person is way far ahead in terms of education then where I am, it makes them to feel a little bit uncomfortable…..when you are confident, you know you are conversant, you stand up and you talk even to these people with all of your confidence' (Katlyn, College Director, Zambia).

However, though the risk of insecurity is apparent, almost all of the Zambian teacher educators interviewed were very strong in affirming their knowledge and skills and their contribution to the exchange:

'We both have knowledge...our knowledge is what happens in our culture...which is incorporated in to our curriculum...knowledge as it was transmitted in our culture...[in] an informal way...how does someone fish?...you go there with the person who can fish and learn like that...an informal apprenticeship...[a] knowledge unique to us...' (Mary, Teacher Educator, Charles Lwanga CoE);

'....I don't think that just because I am a Zambian lecturer...belonging to a third world country....that makes me not able to teach the Irish...' (Cassie, Teacher Educator, Charles Lwanga CoE);

'...we show how to handle a village classroom...we have classrooms which are bare...no desks...how you motivate the students to learn?' (Michelle,Teacher Educator, Charles Lwanga CoE);

'..and yet the lessons are interesting'. (Alan, Teacher Educator, Charles Lwanga CoE).

In a similar vein, one Irish managerial respondent did not regard insecurity on behalf of Zambian partners as an issue and would have preferred less of an emphasis on Zambian partners as insecure, passive recipients, when often this was not the case:

'The Zambian lecturers are in a good position in their society...they are very confident...I have not come across many people who feel insecure, for example the presentations today were of a very high standard...' (Emer, Management, Ireland).

In this context, a focus on a common goal of teacher educator development and similarities in this respect was emphasised as necessary in maintaining collegial over aid relationships:

'..there was a common goal, despite different institutions and different principles but I think the target was same...that kept us together.....the issue in this partnership should be what is it I am getting to help this child in school..' (Deirdre, Teacher Educator, Charles Lwanga CoE);

'yes....our goal is to train a competent teacher who is able to educate a Zambian child and bring development to our nation..........if the partnership sticks to its original objectives, they will be realised....our partners are also aiming at what we are aiming at...just to produce a holistically developed individual...there is a lot in common.....' (Cassie, Teacher Educator, management, Charles Lwanga CoE);

'more similarities than differences...at the end of the day we are all fighting for a similar goal...to bring about positive change to our countries...' (Mary, Teacher Educator, Charles Lwanga CoE);

'they are lecturers we are lecturers.....there is mutal give and take, a common goal....' (Michelle, Teacher Educator, Charles Lwanga CoE);

'…bottom line is to produce something that would be beneficial in this society....concepts are relevant…' (Georgia, Teacher Educator, Kitwe CoE);

'Common experiences and a common theme that should bring people together, for example we are involved in teacher education, our colleagues are also involved in teacher education, we have something in common, we are all involved in producing a teacher...that has brought us together....let's share' (Vera, Teacher Educator, Kitwe CoE);

'I wouldn't exactly know what the culture of the college is, and what they value...I just know from when they are here...what they share when they are here...we can relate to it...particularly with regard to academic excellence...' (Cathy, College Director, Zambia);

'we had actually similarities, of course the differences are there but we seem to be all taking about one and the same thing....so similarities are there....you need to have certain things in common otherwise you cannot partner' (Katlyn, College Director, Zambia);

'......we all intersect with some sort of a shared belief in the importance of education....a holistic education.......easier to collaborate with people who have similar values or world views....we didn't encounter major problems' (Anna, College Director, Ireland).

However, differences with respect to vocational and socio-cultural values were also identified:

'I think..that ultimately the values of teacher educators here in Ireland...very much vocation driven, people want to do this, they want to be teacher educators they want to make a difference to the system...they haven't been plucked by the minister and told they are going to work in [names an Irish college of education], they have made efforts to get in here, this is the job they want to do...' (Emer, Management, Ireland);

'...there wouldn't be a very strong reading culture, reading as a pass time...cultural differences as well as social differences...' (Frida, Teacher Educator, Ireland);

'..more of a technical approach to churning out teachers who can deliver a pre-determined curriculum...have to accept that the situation in Zambia...the differences between the status of teachers in Zambia. Before independence teaching was, in terms of ranking, teaching was the second most sought after profession after mining.

After independence, the people who are going in to teaching are not people who are going in with a passion, they go in to teaching because they couldn't get their first or second choice...leave education before they finish their first degree....don't have a situation where you have people in the profession who are enthusiastic about what education should be doing. Its a personal impression, I might be wrong (Jackie, Irish Aid, Zambia).

In this context, the importance of exploring meanings and understandings of development, education and partnership, and in this regard, understanding local contexts was identified:

'...I think that is where the understanding of partnership should start from...what is development...how do we define development..' (Robert, MoE, Zambia);

'I think it depends on what the definition of partnership is, I think maybe there needs to be more work done on that in the beginning...what is meant by partnership, what I have found with ZITEP is that several times.....we share a vocabulary....so we make a lot of assumptions that we are talking about the same thing and we are not, the words are used slightly differently....' (Killian, Management, Ireland);

'what I am passionate about others might not see as development...they might have another understanding ......they might have another vision....that's why I think meeting in a forum and discussing what we understand by development, we could meet mid way' (Cathy, College Director, Zambia);

'....mange inequalities by trying to understand each others situations.....our lack of infrastructure...children travelling miles to school, crossing rivers....' (John, Teacher Educator, Charles Lwanga CoE);

'Trust cannot come if there is a lack of understanding of how the two of you work, of what you stand for, what you seek to achieve, what shortcomings do you have...once those are taken care of at the begining, I think trust will eventually yield.....I don't know how much time was taken at the begining, whether it was enough....I think time should have been taken......if people understood each other…(Cassie, Teacher Educator, Charles Lwanga CoE);

'...keep tuned into the context and the huge gap in resources....salary levels.....economically, socially.....couldn't devote as much time to finishing the task as we thought they would, frustrating but understandable, given the context (Frida, Teacher Educator, Ireland);

'from the Irish side, there are people who think that this is the way to do it and don't recognise that their expertise is very much contextualised to Ireland and they don't have the expertise to suit the Zambian situation.... what I have repeated ad nauseum to people is that the expertise of the Irish lecturers is what works in Ireland....' (Killian, Management, Ireland);

'institutions and individuals in Ireland have a lot of experience....but they have an experience of it in an Irish context...first question is, how does that actually work in terms of an international context' (Ben, Irish Aid, Ireland).

Findings concerning the extent to which Zambian partners felt that their knowledge was valued and utilised show that the majority of Zambian teacher educators believed that Irish partners did genuinely learn from them:

'…..from the interaction that I've had with [names Irish partner], I'm sure that he appreciated a number of things from the lesson that we have had. I had my input, he had his input.....we are looking for something from each other….' (Sally, Teacher Educator, Charles Lwanga CoE);

'…from the confessions that people make at the end...from what people have said...you can see that the people are benefitting…' (Jack, Teacher Educator, Kitwe CoE);

'One science lecturer that I spoke to...he emphasised, on the example of team teaching that he saw with us...he said: "now, I think this is a very good aspect that it not in Ireland, I'm going to try bring it to Ireland and see how it works". His email the other day said he was trying that method and so far it worked well...we do keep in touch with the lecturers...' (Peter, Teacher Educator, Charles Lwanga CoE);
'Well...what I think came out clear there was that we had something that was new to them and they had something that was new to us......there was that balance.....(Deirdre, Charles Lwanga CoE);

'In the workshops and the response that they give us when we are doing our presentations and when we are doing team planning and team teaching, you get the feeling that they respect you and what your knowledge is' (Stephanie, Teacher Educator, Kitwe CoE).

However, that Irish partners will look to Northern thinking and practice was also identified:

'...if the Irish lecturers want to learn something about teacher education, they will look to Finland...' (Killian, Management, Ireland);

'...in terms of working from the international research and the best evidence for good [subject] practice, I'm looking to a wider international base and that is what we are using here. We have access to the very best of the internet, library, journal subscriptions...some of the practices, for example, reminded me of Ireland in the 1950s....' (Frida, Teacher Educator, Ireland).

Findings also show that the capacity development activities provided the space for teacher educators to contribute and learn about the contexts, knowledge and skills of all partners:

'for example when [Irish Teacher Educator X] came we were able to sit down with him, plan together...our views were included...though having got it [the concept] from them, they were able to learn from us...sit down and plan together, implement the lesson together...they have given you room to learn from you and the way you do things (Deirdre, Teacher Educator, Charles Lwanga CoE);

'for example, I observed a lesson that [Irish Teacher Educator X] was teaching and then we planned subsequent lessons and then we co-thought and then we evaluated together.....so she was learning from me and I was learning from her and it was lovely.....really productive and positive.....when she came over here.....she contributed during the class as well...students asked questions.......' (Cassie, Teacher Educator, Charles Lwanga CoE);

'Irish and Zambians planned together as a team in our study areas....we looked at areas of concern...my concerns, I bring them out, this is where I think I need sharing.....and they also brought out what they wanted......we are communicating......activities to be done we plan together as team...we agree....we will be looking at this theme' (Sally, Teacher Educator, Charles Lwanga CoE);

'I shared a class with one of the lecturers, in Charles Lwanga, I did a team teaching.....first we planned together...it was on the use of the environment.....social studies.....I started the lesson, after 10/15 minutes she took over....it was beautiful' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

Findings gathered from observing two ZITEP exchange visits of Zambian lecturers to Ireland on the 10th – 23rd October 2009 and on the 11th to 25th October 2010 also identify that space was given to learning about the contexts, knowledge and skills of all partners, which is also clear in the following ZITEP workplan:

Timetable for ZITEP exchange visit to Ireland

10th – 23rd October 2009

Mon Oct 12th	10.00 – 13.00 The structure and principles of teacher education in Ireland and Zambia
	14.00 – 16.00 Current challenges in education in Ireland and Zambia
	16.00 – 17.00 Debrief of day
Tues Oct 13th	10.00 – 13.00 Working productively in intercultural groups
	14.00 – 16.00 Study Area working groups
	16.00 – 17.00 Debrief of day
Wed Oct 14th	10.00 – 13.00 Study Area working groups
	14.00 – 16.00 Partnership launch
	16.00 – 17.00 Debrief of day
Thurs Oct 15th	10.00 – 13.00 Peer teaching model
	14.00 – 16.00 A model for staff development
	16.00 – 17.00 Debrief of day
Fri Oct 16th	10.00 – 13.00 Visit to local primary schools
	14.00 – 16.00 Visit to local primary schools
	16.00 – 17.00 Debrief of day
Sat Oct 17th	R&R
Sun Oct 18th	R&R

Mon Oct 19th	10.00 – 13.00 Visit to local primary schools 14.00 – 16.00 Shadowing/ lecture observations 16.00 – 17.00 Debrief of day
Tues Oct 20th	10.00 – 13.00 Visit to local primary schools 14.00 – 16.00 Shadowing/ lecture observations 16.00 – 17.00 Debrief of day
Wed Oct 21st	10.00 – 12.00 Shadowing/ lecture observations (St Pat's) 14.00 – 16.00 A model for teaching practice (Marino) 16.00 – 17.00 Debrief of day
Thurs Oct 22nd	10.00 – 13.00 Study area working groups 14.00 – 17.00 Debrief of visit

(Source: ZITEP Email sent to all MIC staff, September, 2009).

Additional documentation detailing this exchange visit emphasised the need for Irish partners to learn about Zambian contexts and the participative nature of planning for future ZITEP exchange visits and activities:

(Source: ZITEP Study Area Planning Sessions, St. Patrick's College of Education, 2010:1).

However, it is also important to note dissenting voices:

'and we feel sometimes in the decisions we can't come in, as such because they have the deciding...[vote]'....(Alan, Teacher Educator/management, Charles Lwanga CoE);

'…..our colleagues will come and spend more time here.....when we go there we spend less time...if you look at the number of people who come from Ireland, in most cases they tend to spend a longer period than our colleagues do....to me they are saying: "we have the money so we will spend longer"....I feel that….'.(Vera, Teacher Educator, Kitwe CoE).

The relevance of time in building trusting and collegial relationships was emphasised:

'I think that when we are talking about partnership, trust does not come automatically, you have to work for it, to work towards it, otherwise it is not really there but through interactions, through talking, all that, and it comes up, otherwise it is not there, you have to work for it' (Larry, Coordinator, Zambia);

'…. that is not insurmountable as long as people meet face to face.......what I think has been really helpful is the face to face meetings...and those personal relationships that have been built up, which help to break down those inhibitions at the start. People who are used to us are much more relaxed, open about chatting and talking, whereas the ones who are new are probably thinking….that maybe these people are looking down on us, are telling us what to do.......in order to break down those feelings is to build up peoples, am, confidence in where their expertise is...' (Killian, Management, Ireland).

Findings demonstrate that the professional relationship between Zambian and Irish teacher educators was not particularly collaborative with respect to Zambian partners being enabled to demonstrate their knowledge and skills,in an Irish context and their desire to do so:

'No, I didn't, no one in my group did, did you? [Asking fellow group interview participants]. The only thing that we did last October was team planning, we team planned but the lecturers over there went on to lecture the students'.

Researcher: So, you team planned and they taught?

'**..**we were engaged in their activities....when the students were in groups working we were also going around...seeing what the students are doing....trying to help'**.**

Researcher: Do you think it would be a good idea if Zambian lecturers were to teach more?

'It would be....for me that is what I thought we were going to do at one stage' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

'I would have loved to have seen a situation where, other than just us describing how we do it, we form up a class in Ireland of so many pupils and demonstrate to the Irish people how we can handle so many pupils...so that they really understand and see how we manage a class of more than 50 pupils...let the Zambian lecturer prepare a lesson plan...the lecturers from Ireland are observing how this lesson is conducted...to get feedback…..' (Sally, Teacher Educator, Charles Lwanga CoE).

The ZITEP publication: 'Learning through Interaction: Experiences of Collaboration in Teacher Education' (2012) was the culmination of work relating to the action research component; presenting learning that had taken place regarding preparation in pedagogical skills at primary level and continuing professional development through peer interaction. Findings show a concern on behalf of Zambian partners that in the context of shared learning, Irish partners were not required to present reflections on their learning. Three Irish teacher educators made a contribution to this publication in comparison with twenty-three Zambian teacher educators, and just one shared article by a Zambian and Irish lecturer:

'that even the Irish side could contribute, to say: "ok I got this idea, I went there and this is what I got from there".....' (Larry, Coordinator, Zambia);

'….if we are supposed to carry out action research, what is it that we are supposed to do to help our friends there...are they also carrying out research where we can inform?...would they want a critical friend from this institution...why is it so one sided?' (Vera, Teacher Educator, Kitwe CoE);

'....if the Irish lecturers learned something from us to do with the classroom then implemented it in their classroom, then it would be good for it to be included in that book.....this is what the Irish have written, this is what the Zambians have written....maybe we have written more than the Irish...but at least being a partnership we want to see what we have learned together as partners......how have classroom practices changed as a result of the partnership' (Alan, Teacher Educator/Management, Charles Lwanga CoE).

In a similar vein, the lack of formal mechanisms identifying how Irish partners were learning was identified:

'we don't know, when they are reviewing the programme there, what they share...we don't know...whenever we go to Ireland we come back we sit down and share with the rest: "this is what we learned during this visit...how can it apply here...can we try it out here?"...now on their part I'm not sure….I don't know what they share after they are visiting here...' (Alan, Teacher Educator/Management, Charles Lwanga CoE);

'on the issue of whether they learn something from us, I wouldn't say anything because they have never sat and discussed....where this has been evaluated....discussed...for them to say what they have learned from us' (Stephanie, Teacher Educator/Management Kitwe CoE).

Documentary data indicates that little formal opportunity was provided for Irish partners to understand how Zambian partners are learning:

'Very little discussion or dissemination of information on inter-college meetings in Zambia has been made available to Irish participants.' (Irish Aid, 2010a:19).

As regards the more practical implementation of the capacity development programme, a preference for a: 'Communities of Practice' (CoP) model of capacity exchange was originally supported:

'...a community of practice, people putting in what they could, what they had, their knowledge and experience...from that interaction with peers, being able to reflect on their own practice and adapting their own practice...everyone was going to learn and gain from it...' (Killian, Management, Ireland);

'it has to be democratic and not too beurocratic....like a community of practice as opposed to a rigidly structured national initiative..'(Anna, College Director, Ireland);

'one of the highlights for me was the conference at the end, [Irish Coordinator] had been building up to this all along....she had this in her head, we didn't know about it until it developed, the speakers she got, Etienne Wenger and Jean McNiff....absolutely fantastic....I got an awful lot out of that as I know the other participants did too.....it was also so practical....it put a framework on what we had been trying to do, had we met them early on or before we started.....that's what we were trying to do, we were trying to be a critical friend…. supporting key people to build a CoP, to grow, rather than be imposed...' (Frida, Teacher Educator, Ireland).

The ZITEP publication Learning through Interaction: Experiences of Collaboration in Teacher Education (2012) also identified the primacy of a communities of practice model:

'ZITEP has developed as a community of practice between lecturers from the seven participating colleges. The model recognises that good practice is context specific and emphasises construction of knowledge through continuous engagement and sharing of experiences' (St. Patrick's College of Education, 2012:4).

However, it was emphasised by the Irish coordinator in particular that this model was obstructed by diminished Zambian teacher educator autonomy as perpetuated by a predominantly hierarchical and beurocracratic Zambian context:

'the management issues got in the way………the things that were promised at the beginning and the model that we were trying to promote at the beginning, that was lecturers working directly with lecturers, a community of practice and that was not allowed to take off and so it fell more into a traditional pattern of a project with a series of activities. It really wasn't allowed to happen.........the whole thing about the lecturer directed…..it was never accepted by the ministry or by college management.....what we were promoting was lecturer directed and that was really what ZITEP was supposed to be.....the IT aspect, online interaction was so crucial, so that the partnership wasn't just about visits, it was about what was happening in between visits...those continual check-ins and conversation etc. were crucial.......never happened....it wasn't allowed to happen…' (Killian, Management, Ireland).

The sustained commitment and participation of Irish teacher educators was also highlighted in this context, whereby it was identified that the commitment of Irish teacher educators was adversely affected by the break-down of a communities of practice model, changing Zambian participants and time pressures:

'different degrees of commitment from different lecturers and different degrees of commitment as the project has developed....we are now at the last ZITEP visit and I really sense ZITEP fatigue!. When I first started there was a feeling of genuine commitment from, certainly not the whole body, from a small core who had a definite commitment....the management issues…..got in the way………the things that were promised at the beginning and the model that we were trying to promote at the beginning, that was lecturers working directly with lecturers a community of practice and that was not allowed to take off'....for the few lecturers who remained committed they were able to negotiate the obstacles that were in the way to continue working with Zambian lecturers.........but for the vast majority of people, and I completely understand, they were like these aspects have not been put in place and I can't really see the connection between this visit and that visit....so interest did drop.....(Killian, Management, Ireland);

'...One of things I found a little disconterting.....there were different personnel involved each time both on the Zambian side and the Irish side......so that meant the continuity was a bit fragmented, for example the first person I met was [Zambian Teacher Educator X] down in Charles Lwanga and then he didn't come back to Ireland........I think it was [Zambian Teacher Educator Y] came the second time.....and then I went over there and it was somebody elese [Zambian Teacher Educator Z], new to the Department.......I felt we might have had more on the ground progress and continuity had we been with the same personnel all the time....' (Frida, Teacher Educator, Ireland).

The waning commitment of Irish teacher educators due to time pressures and the potential to misunderstand the amount of time required was also identified in secondary documentation:

'Availability of Irish lecturers to give time to partnership – too many competing demands on Irish lecturer's time and commitment' (Irish Aid, 2010a:18);

'Once the initial euphoria wears thin, there may not be the commitment within the Irish institutions to sustain it, particularly at time when college staff commitments are also challenging. Further, key academics may be short on philanthropic tendencies and fail to support the programme' (Irish Aid, Draft Internal Paper, 2007d: 3).

The waning support of Irish lecturers was also observed at the inter-college meeting held in Charles Lwanga CoE in May, 2011, wherein it was explained that Irish lecturers were not available to participate and collaborate in those subject areas identified as important by Zambian partners. The need for colleagues, departments and institutions to support Irish the participation of Irish teacher educators was also identified:

'Practically speaking, on the ground, we had to cover all our lectures here and all our workshops and seminars......depending on my colleagues to share. If I was away on a trip that they would cover my classes and likewise I was able to cover.....important that we were in agreement as a team.....we would take on the extra work.....even preparing for study visits.....

.....we had to plan the few days that they would be .....shadowing us.......interested in meeting our students and sitting in our classes.....planning with us....sharing our resources....[the] time element........' (Frida, Teacher Educator, Ireland).

Finally, findings indicate that the exchange visits were prioritised above all other programmed activities. Building South-South interaction through supporting inter-college meetings and the involvement of Zambian Teacher Resource Centres was identified as restricted as a result.

'…the only thing that keeps on track is the visits...everything else timetabled in, the inter-college meetings, TRCs, IT support is timetabled in...it never happens...' (Killian, Management, Ireland);

'Unfortunately, perhaps the exchange visits have been a major part of the discussion from the start: "how many visits to Ireland, how many people can go to Ireland?"...' (Jackie, Irish Aid, Zambia);

'the failure to carry out the inter-college meetings on the Zambian side as planned (to follow immediately after the visits) has weakened the full impact of this component. (Irish Aid, 2010a:5)

5.5.3   ZITEP's Outcomes

With respect to outcomes, it is important to note the observation outlined in the ZITEP Mid-Term Review (Irish Aid. 2010a:12):

'Without base-line information being available and without a monitoring and evaluation system in place, it is not possible to make a conclusive assessment.'

Furthermore, Irish Aid decided not to do a final evaluation because the mid-term review was completed so close to the end of the programme.

However, findings illustrate that outcomes for Zambian teacher educators are real and positive and include enhanced reflexivity, acquired practical pedagogies with regard to learner centred approaches and ICT, enhanced research skills with respect to action research and strengthened knowledge, knowledge and skills with respect to linking teacher education and the primary school curriculum, leadership skills, the reinforcement of existing Zambian knowledge and practice, a renewed motivation and commitment to their profession as teacher educators, exposure to international practice to which they would otherwise not have had access, the development of Zambian and Irish professional relationships, an enhanced confidence and professional identity of Zambian teacher educators: Indicative quotes include:

'..it is one of the most important things that we learned..[we saw that] what happens in the colleges is applied in the primary schools' (Cassie, Teacher Educator/Management, Charles Lwanga CoE);

'...shared a lot of techniques on how the teacher can help the student to generate knowledge...make group work more effective...becoming a good facilitator...our students will graduate with new techniques that they would not have seen if it weren't for ZITEP...' (Ciara, Teacher Educator, Charles Lwanga CoE);

'...I worked with a number of lecturers in Ireland...these few ideas, I managed to incorporate ICT in my teaching...for example, now I get a video and record that lesson and give it out to the class to look at that video and identify the strengths and weaknesses...using peer observation' (Georgia, Teacher Educator, Charles Lwanga CoE);

'............what ZITEP does is expose the Zambian lecturers to another system....In Ireland we have these opportunities at our fingertips, all the time there is conferences, so many ways to interact with colleagues in other contexts, other countries, Zambian lecturers are very much confined to their geographical space.........' (Killian, Management, Ireland);

'the partnership for me also in some way helped the management….I have appreciated my trip to Ireland because I was given an opportunity to talk to [College Director] who is at [Irish Teacher Education College]....

.....[and] to the various presidents in those colleges, [to] sit in to see how our colleagues do it...I learned quite a lot..it also did help me….and I had an opportunity to chat to the principal of that school who said you know....they ask their members of staff to post on the internet how they do their preparation and so the principal in their office will just open the file and check what this particular teacher is doing at this particular time and I was really impressed....that was marvellous indeed...it reduced the bulk of papers and all those things....'(Katlyn, College Director, Zambia);

'...we share the same theories, and the methods are almost the same...through this partnership we have come to understand that we are not doing things differently...a few differences...what we are doing is almost the same...' (Ciara, Teacher Educator, Charles Lwanga CoE);

'....I've seen in the past 18 months more and more ability by the Zambians to engage with Irish colleagues and to raise issues for discussion which they wouldn't have done at the begining……..' (Jackie, Irish Aid, Zambia);

'here in Zambia I think there are few lecturers that have come out confidently in sharing with the Irish, I think there is so much of keeping to themselves and believing that: "oh, that one is Doctor, that one is a Professor, how much do I have to offer?"...but I think of late we have seen this, you know, full of life from the Zambian side also, things have changed, I think we have more interaction and so on, we have worked very well, and somehow we have tried to close that barrier' (Larry, Management, Zambia);

'..I think there was a growing confidence in their expertise, a feeling that they had participated as partners......a confidence.....we were now begining to share the literature, a coming together of minds.....growing self confidence and knowledge...' (Frida, Teacher Educator, Ireland);

'one of the most positive things I thought, observing the conference last month and listening to the Zambian staff in the colleges, talking and presenting their research...when I went first in 2007...I didn't think they had a very strong sense of themselves as professional teacher educators...

....there was a real sense at the conference last month, with the staff who were there....they had grown professionally, they had a sense of who they were...what their identity was....wasn't just as teachers but as teacher educators and there was a sense......all interested in networking...working with other colleges......developing how they do various things......for those who were participating, there was a huge professional development...' (Anna, College Director, Ireland);

'internet provision and upgrading the band width which ZITEP paid for, which was beneficial to the lecturers and students' (Cathy, College Director, Zambia).

These outcomes were also identified in the ZITEP publication Learning through Interaction: Experiences of Collaboration in Teacher Education (St. Patrick's College of Education, 2012) which presented the testimonies of Zambian teacher educators which outlined learning in pedagogical skills for teaching at primary level and continuing professional development through peer interaction. In turn, the ZITEP Mid-Term Review (Irish Aid, 2010a: 9) outlines the exchange visits as the 'most successful components of the programme', whereby:

'there has been genuine change in attitude, in confidence and in a willingness to change approaches to teaching/lecturing. Visiting schools and inter-acting with teachers and pupils are highly valued on both sides. Zambian lecturers who have taken part in the exchange visits have been particularly active in disseminating new approaches through their own subject departments and colleges'.

As identified previously, it was found that learning was regarded as particularly relevant to Zambian contexts with an emphasis on local and accesible resources. Moreover, when methodologies may not have suited Zambian contexts there was room for discussion and adaptation. In enabling learning and outcomes to emerge, the importance of key people in Zambian contexts was endorsed:

'I think...the people in the literacy departments were pleased that it was doable, it wasn't expensive....thinking outside the box......' (Frida, Teacher Educator, Ireland);

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'We used the methodologies with our students...then they went and used them on teaching practice'(Peter, Teacher Educator, Charles Lwanga CoE);

'....but we have explained to them that this cannot work in our case...we do not have enough resources...through that sharing it has helped us to find other suggestions of what would work, since you don't have this...come up with new interventions (Cassie, Teacher Educator/Management, Charles Lwamga CoE);

'Need a critical mass.....teachers to inspire others....[Teacher Educator A, Zambia] he was very enthusiastic....he would have a passion about literacy, what needs to change. Supporting key people to build a community of practice, to grow, rather than be imposed.....[Teacher Educator B, Zambia] and [Teacher Educator C, Zambia], to work with those people and then spread out...' (Frida, Teacher Educator, Ireland).

Findings show that policy implications are negligable, as are implications with respect to linkages between colleges and TRCs and with respect to HIV/Aids and gender issues:

'.......I thought their role [TRCs] could have been much greater...we didn't meet those people on the ground....' (Frida, Teacher Educator, Ireland);

'It could be argued that it is somewhat too early to expect comprehensive documentation of the programme, given the delays in getting many of the activities underway. However, there should be a Publication Policy with clear outlines of the kind of documents required' (Irish Aid, 2010a: 10);

'Virtually no work or activity in this area [As regards HIV/AIDS and geneder equity' (Irish Aid, 2010a:20).

In further exploring utility and accessability in a Zambian context, identified challenges in this regard included differing contexts with respect to student numbers, examination systems, educational structures including a lack of institutional and educator autonomy, workloads, the curriculum, a lack of resources and cultural contexts:

'issue of using group work effectively....in our case the numbers of learners and the time has been a challenge' (Deirdre, Teacher Educator, Charles Lwanga CoE);

'very good methodologies but may not work well here different problems in Zambia, try to help them understand these problems....kids have to cross rivers to go to school' (John, Teacher Educator, Charles Lwanga CoE);

'we have to apply it different here....we are tied to the exams here...........when you go out to the schools they are teaching different subjects to what we are teaching' (Peter, Teacher Educator, Charles Lwanga CoE);

'even the subjects we offer, the grouping of the subjects....specialisation....some differences....we may have grouped the subjects A, your grouping is B....at times it becomes very difficult to assist' (Stephanie, Teacher Educator/Management, Kitwe CoE);

'The teachers tend to refer issues to elders...' (Georgia, Teacher Educator, Kitwe CoE);

'if young teachers go out to the field with new methodologies they might not be appreciated by the teachers there..' (Mary, Teacher Educator, Kitwe CoE);

' [easy to implement concepts] except [for] attitudes.....attitudes are very difficult to change....it depends on the individual...we learn as a group but you go in your classroom as an individual.....so it depends on the individual' ((Stephanie, Teacher Educator/Management, Kitwe CoE);

'....[moodle] it has worked sometimes, sometimes there are challenges, for example maybe not have the time to sit, we are too busy..........sometimes the internet supply is interrupted, you have to spend a long time trying to open...that has discouraged some people even when they have the desire to participate' (Ciara, Teacher Educator, Kitwe CoE);

'I think the people don't appreciate this electronic devices and ICT, its the children who are most interested in this thing, with us as adults it is a different situation, to develop an interest in this no matter how many workshops you carry out, only a few people will be on the computer, only a few people utilise visual materials in their classroom....we are very much linked to a traditional pattern of teaching....even principals you find that they have the computer in their ofice but have never checked their email, because they are not used to operating that equipment or they might get somebody to do that for them or if their secretary is not there, then communication is a problem' (Georgia, Teacher Educator, Kitwe CoE).

As regards outcomes for Irish partners, findings show that Irish partners learned from the time Zambian teacher educators give to their students, their effective questioning skills, the links the school encourages with the local environment and community and the use of a local curriculum. It was identified that this learning emerged throughout the partnership, in a natural rather than a forced process and that it was much more prevalent than originally planned for. It was also documented that this learning depended on the extent to which individual Irish partners were open to benefitting from the skills and experiences of their Zambian counterparts. In this regard, the relevance of personal attributes was endorsed and it was found that while some were not so inclined, the majority of Irish teacher educators were open to learning:

' ....it made them think back to how they work over here.....examples the Zambian lecturers **really** take time with their students to make sure they understand........take time in the classroom, have very good questioning techniques to make sure that the understanding is there.......the links the school has with local environment, local community and local curriculum,. They have reflected, actually we don't do that as much over here maybe we should...also the fact that they do quite a bit of team teaching over there,........how free and open the lecturers are to share within their department....there has been different learning points that have come out and haven't had to be forced......' (Killian, Management, Ireland);

'...of course, there were people who weren't, but there were a lot who were very open, saw this as a real learning experience...not just to visit Zambia...' (Killian, Management, Ireland);

'How Irish partners benefit depends on their disposition, if they travel here...and you are open to do it in a different way: "maybe if we try it this way, it might work"...but if the traveller is: "we know it all, they have nothing to offer", then...' (Cathy, College Director, Zambia).

The partnership was identified as having built support amongst Irish institutions and teacher educators for international development and in this regard, links amongst Irish teacher educators.

'..through our interaction with them they have indicated a number of needs too, although they don't come out in the initial proposals..........they have emerged, not so much stressed in the proposal.'. (Larry, Management, Zambia);

'...say honestly that [Irish College of Education] has got a huge amount out of it...I mean in terms of the personal development, the team building the building of networks, not just international networks but with colleagues in [Irish institution one] and [Irish institution two] and [Irish institution three]...that's has been great...' (Anna,College Director, Ireland).

As indicated, ZITEP did not incorporate appropriate monitoring and evaluation mechanisms, underpinned by baseline data. In this context, the importance of devising appropriate indicators in order to ensure balanced outcomes amongst Irish and Zambian partners was identified:

'...being very clear on who is doing what, when are they doing it, what is coming out of it...having some sort of a logical frame...doing this in order to achieve this...that never existed...being very clear on what and how the programme will deliver...' (Ben,Irish Aid, Ireland);

'results...tangible results to keep people going but when it remains very academic then you........we can intellectualise.....for example lecturers go to Ireland and they talk of scaffolding....yeah ok alright....scaffolding....now if it doesnt translate into what is happening in the classrooom....

......if we don't see the response from the learners that this new idea..if it is new....this new idea…that we can see its effects...' (Cathy, College Director, Zambia).

In summary, findings concerning mutual capacity development within ZITEP document the following:

- Irish institutional partners are motivated by various agendas and needs; agendas and needs not only related to outcomes for Zambian partners. These motivations are not openly discussed and identified which serves to limit transparency and focus only on what Irish partners are bringing as opposed to taking from the partnership

- A focus on outcomes for Zambian partners limits the principle of mutual learning and diminishes clarity and transparency concerning contributions and outcomes for all partners

- A support exists for prioritising Zambian needs in order to recognise the benefits of Irish expertise for Zambian partners, diminish disengenuity and prioritise Zambian educational development in contributing towards poverty reduction over educational development in Ireland

- Irish educational institutions remain predisposed towards North-South relationships underpinned by aid-driven constructs

- Findings show a strong commitment on behalf of Irish partners to building on Zambian knowledge and practice and a particularly strong focus on incorporating accessible resources appropriate to local contexts

- The professional relationship between Irish and Zambian teacher educators was extremely positive and genuine, based more on collegiality over dependency and contrasting significantly with ZITEP's managerial relationships

- A focus on a common goal of teacher educator development and similarities in this respect and exploring meanings and understandings of development, education and partnership is relevant in maintaining collegial over aid relationships

- Zambian partners felt that their knowledge was valued and utilised, that they were provided with the space to share their knowledge and were supported to participate in the planning and management of capacity development activities

- Zambian partners were not provided with the opportunity to present their skills in an Irish context and formal mechanisms for identifying Irish learning did not exist. Lingering notions of an understanding of Irish and European knowledge and skills as advanced rather than different

- Outcomes for Zambian teacher educators include enhanced pedagogical skills, action research research skills, strengthened professional confidence and identity. Learning is relevant to Zambian contexts and supports the use of local and accessible materials. Minimal outcomes with respect to ZITEP's additional objectives

- Outcomes for Irish partners include pedagogical enhancement and a strengthening of knowledge, skills and support amongst Irish institutions and teacher educators with respect to international development and in this context, building links with Irish Aid amongst Irish teacher educators

- Fair and reliable monitoring and evaluation mechanism are required in ensuring balanced outcomes.

The following section proceeds to outline findings concerning mutual capacity development within the CGDE.

5.6   CGDE: Mutual Capacity Development

This presentation is presented in alignment with the same issues and themes addressed in ZITEP.

5.6.1   Agendas and Motivations

The CGDE originated and was funded under the Programme for Strategic Cooperation between Irish Aid and Higher Education and Research Institutes (PSC), 2007-2011. Findings indicate that the PSC emerged in response to a number of factors including a continued expression of interest by Irish higher education institutions to engage in the development sector and to collaborate with Irish Aid in this respect. The PSC was viewed as consistent with Irish Aid's priority objective of poverty reduction in programme African countries and the necessary role of higher and teacher education in this regard.

The PSC built on Irish Aid's vision of development as encompassing: 'greater synergies, dialogue, linkages' (Ben, Irish Aid, Ireland) which supported:

> '...having a more coordinated and integrated relationship with third level institutions around research for development...policy coherence for development' (Ben, Irish Aid, Ireland).

The PSC's potential for strengthening an institutional over an individual commitment to the development agenda was identified:

> 'there lacked a coherent approach for higher education institutions to work in development' (Matt, Irish Aid, Ireland).

Furthermore, the nature of awareness, knowledge, understanding and practice of international development issues within educational institutions was indicated as in need of enhancement:

> 'Little understanding of how aid works, understandings grounded in a critique of aid, it's rapidly changing agenda and country level processes' (Matt, Irish Aid, Ireland).

The emergence of the PSC in: 'a time of increasing resources' was further alluded to (Ben, Irish Aid, Ireland).

The Irish statutory planning and policy development body for higher education and research (HEA) was approached by Irish Aid in an effort to develop the PSC. Respondents from the HEA outlined that they were positive towards engaging with the PSC for a number of reasons. The PSC was perceived as reflective of the HEA's ethos and values concerning the role of higher education in societal good. The PSC was also viewed as relevant in contributing towards the HEA's research development objectives:

> '…wanted to build an institutional strategic approach to development related research within Irish higher education institutions with respect to development issues. It fitted the strategic plan of the HEA in relation to research strategy...enhancing research is our priority' (Harry, HEA, Ireland).

The intention to build: 'a critical mass in development issues in higher education institutions' was further identified (Harry, HEA, Ireland). Moreover, fostering Irish inter-institutional collaboration in engaging with the development sector was also identified. The internationalisation agenda and its role as a motivating factor was further explored. An understanding of the internationalisation agenda as supporting linkages with economically wealthy countries and institutions was identified:

'Internationalisation [is] primarily concerned with where the money is, and money tends not to be found in students from developing countries...more European focused...' (Cian, HEA, Ireland).

In addition, a preference for partnerships with African institutions emergent: 'from a spirit of development rather than from the market' was identified. Partnerships between Irish and African country educational institutions, within the context of the PSC, are approached with a concern for capacity development as opposed to engaging in economic, market based relationships with African institutions. In a similar vein, HEA respondents concluded that economic gain was not a primary motivation for Irish educational institutions:

'the level of funding given is not a significant motivating factor....this is an onerous task, they are not in it for the money' (Harry, HEA, Ireland).

With respect to motivations behind the participation of Irish educational institutions, MIC adopted the lead role in developing a proposal to apply for funding under the PSC. MIC invited and facilitated collaboration between a further eleven Irish educational institutions and departments in devising and submitting a proposal. The reason behind the participation of such a large number of Irish educational departments and institutions was explained as a result of the lack of opportunities available to educational institutions to participate in such initiatves, as addressed previously:

'...only allowed one bid per institution and education is not strong, politically strong, in the university sector...I think that's why we got a lot of partners, who I felt joined with very good will...they really wanted to be part of it and a number of them articulated that...' (Colm, Management, Ireland).

An institutional motivation concerned with building on and consolidating previous international development experiences, strengths and links was identified:

> 'Mary I had an established record of work in development education, particularly individuals in the college had...technical experience with Irish Aid...we had some links with colleges of education in Africa from a development education perspective...' (Colm, Management, Ireland).

An interest in establishing the partnership as an international centre of expertise based in MIC, was also identified:

> 'Had begun to discuss some type of centre with the people and staff interested here...we wanted this centre to be the go to for Irish Aid in terms of locating expertise in education issues, we would have it here in Mary I …' (Faye, College Director, Ireland).

It was further indicated that the CGDE originally held a different title including the term 'Global Centre', which was disputed by felllow participating Irish educational institution partners based on a concern that MIC would assert a dominating position and was therefore replaced with the term 'Centre for Global'. The role of the lead institution was also addressed in the CGDE Evaluation (Jeffers et al. 2011:31):

> 'One of the issues that is pertinent to any co-operative project like this relates to the role of the lead institution. If it plays too forceful a role in shaping the project, it may be perceived as taking over, of not being collegial or of trying to dominate. If, on the other hand, it appears to stand back, waiting for other institutions to become more active, it may be seen as weakening the project's momentum or even of abdicating responsibility'.

Increasing institutional research output was also identified, as was the potential for Irish institutions to build capacity in international development issues with specific regard to establishing development related academic course:

'it broadens their horizons to be involved in these kind of initiatives and build the institutions capacity, not just in terms of researchers going out from here and developing their skills, but also students pursuing their courses here in development at Masters or PhD level...' (Marie, Teacher Educator, Ireland).

The alignment of the partnership with institutional mission statements was further documented:

'inclusivity, working together. it's all part of it. You can see it in the mission statement, it is easy to identify the aspects of development education which fit with the mission statement of the college...' (Marie, Teacher Educator, Ireland).

Irish teacher educators emphasised altruistic intentions:

'I was coming from the perspective that people, Africa can change, it will be better...altruism, to share' (Emet, Teacher Educator, Ireland);

'I was really thinking of it, maybe from a missionary point of view, as what I could do for them...that's how I went in to it...and our whole mission statement and the nuns, and the missionary aspect...just like to be part of that, even in the 21st century...' (Simon, Teacher Educator, Ireland);

'I felt as if I wanted to give something back' (Marie, Teacher Educator, Ireland).

The professional needs of Irish educators related to building on previous experiences of education in a Southern context and the opportunity to utilise this experience as a step towards further professional engagement in this area. Strengthening international experiences and relationships and the importance of this in terms of developing as educators was also found.

Ugandan and Lesothan partners recognised the professional agendas of Irish partners:

> '...the CGDE, in as much as it brought in these elements from the South and so on, it was basically for the Irish researchers, they wanted to come to Africa to get the real issues here and basically be able to research that and in the process, be able to try and bring the Africans into it. To me that is the way it is...they wanted a window to get in to issues and be able to research on those issues and publish and so on...that is why there were so many of them...doing presentations and conferences and so on' (Lauren, Management, LCE).

The increasing pressure on Irish higher education institutions to produce papers for publication and presentation was also documented:

> 'People have to do this now, in terms of professionalising research, they have to do this, present papers etc....' (Harry, HEA, Ireland).

However, it was noted that Irish academics are not under the same pressure as for example their UK counterparts, therefore limiting the influence of this motivation:

> 'Irish lecturers will not be primarily concerned with producing papers etc, as pressures in this regard are not that strong in Ireland. They are getting involved for more than just publications' (John, Management, Ireland).

Findings show a support for recognising and accepting that all partners come to the partnerships with varied needs and motivations, not wholly aligned with educational development in Ugandan and Lesothan contexts:

> 'it is too naive to expect that donors will not have their own interests, that would be a lie, it is obvious that whether it is the Irish, the British, the French or the Italians, or even us as Uganda giving aid to whoever, we must have our own agenda, that is part of life' (Jon, Lecturer, Makerere University, Uganda).

> '...the needs **should** come from both partners and **should** stem from the needs of both institutions...' (Marcus, Lecturer, LCE).

The importance of transparency with respect to driving agendas and potential benefits to all partners was endorsed in terms of facilitating a fair negotiation of goals and objectives and in enabling adaptation and flexibility as the partnership progresses:

> 'that should have been interrogated and discussed, from the begining....so that we know what are the activities...what do you get out of that activity?...' (Lauren, Management, LCE);

> '...there are requirements of us to be transparent, and we are not always transparent, sometimes we have agendas and I think that's enormously frustrating for governments and for civil society organisations here that are recipients of aid….so its a two way process...' (Siobhan, Irish Aid, Uganda);

> '..what is important is for Uganda to get in to the partnership with a Ugandan agenda...then you say: "this is the Irish agenda, this is the Ugandan agenda, where do we meet?". How do we mediate so that at the end of the day you may get 60/70%, you may not get everything that you had in your agenda, but you will get something and I will get something' (Jon, Lecturer, Makerere University, Uganda);

> '...clear and transparent objectives, negotiated steps, contributions towards attaining tangible outcomes for all partners...we negotiate looking for the best, for the end goal...' (Marcus, Lecturer, LCE).

In a similar vein, mutual benefits and outcomes were perceived as a necessary guiding principle. The relevance of mutual, not identical, benefits was emphasised in this regard:

> 'From the beginning we were clear about the benefits accruing to everyone involved, not the exact same, anticipated to be different. Different benefits depending on your involvement' (Patricia, Management, Ireland);

'The Irish learn about our challenges, they see development issues on the ground. The Ugandans learn research techniques and they are exposed to international colleges. No, the Irish do not benefit in terms of research skills, the partnership is genuine, it's just that the learning is different. The Irish colleges are much more advanced in terms of research skills etc. but we face similar challenges, we can learn from each other. For example in the workshop I attended in Ireland, the programme talked about how the Irish visited a school for disabilities and then the Ugandan team visited a school for special needs. They both learned of the challenges that people are facing....' (Danny, Irish Aid, Uganda);

'I suppose partnership is about working with others towards some joint goal that should benefit all the partners involved....even though those benefits are not necessarily evenly distributed...working towards some sort of joint goal.......' (Colm, Management, Ireland);

'in a partnership, always going to be benefits, for everybody involved but if you try and construct it as benefits for both partners equally, then you might end up with no benefits for anyone..' (Marie, Lecturer, Ireland).

As with ZITEP, a simultaneous support for recognising knowledge inequalities, prioritising poverty reduction and accordingly, the needs of Lesothan and Ugandan partners was found:

'...we must appreciate where they are and were we are...must not be equal partnership...if they are developing us...and it goes on for some time....then the time will come when we can be genuine partners, but for now it is not a reality. I hope they also gain but it is us who gain quite a lot' (Pauline, PTC, Uganda);

'...in terms of Irish African partnership, it has to meet the perceived need of the African partners......talk about everything being two way and symmetry and so on, but life isn't like that, things aren't always compleletly symmetrical.....start from the African partner's needs...a need on the ground.......' (Marie, Lecturer, Ireland);

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'...facilities were not there to get children into the classrooms in the first place, could not get about in wheelchairs, classrooms did not have the basic infrastructure to enable access for students with disabilities...they needed support regarding basic infrastructure....I found that difficult, when I saw that children were hungry, is a focus on papers right in this case?'(Emet, Lecturer, Ireland).

It was identified that Round 1 (2007-2011) of the PSC was to focus on enhancing Irish institutional institutional awareness of and commitment to the global development agenda, under which the CGDE was funded with Round Three (2012) to prioritise African contexts:

'While now we are looking at building capacity in the South, we also needed to build it in Irish institutions…..we needed to do that before we could focus on benefits to the South' (Cian, HEA, Ireland).

This was further acknowledged in the PSC Mid-term Review (Gaynor, 2010:13):

'the purpose of the programmatic funding during the initial phase of the programme (2007-2011) is to develop capacity in the higher education sector in Ireland, in support of the realisation of Irish Aid's overall objective of poverty reduction......It was envisaged that a second phase would have a stronger focus on the capacity building of southern partners'.

The difficulties in aligning the objectives of the HEA and Irish Aid were identified along with the fear expressed by Irish Aid that Irish educational institutions and departments were the key beneficiaries, as has been previously outlined with respect to ZITEP.

'there are a large number of disparate projects and we want for all of them to contribute towards our objectives, which is difficult. All of them have different objectives' (Harry, HEA, Ireland);

'Irish institutions had agendas, that is fine, but those agendas were not necessarily coherent with ours' (Matt, Irish Aid, Ireland).

A problematic relationship between the HEA and Irish Aid as a result of these difficulties in synthesising objective was identified in the PSC Mid-Term Evaluation (Gaynor, 2010:14,-20):

'There was a pretty unanimous view expressed by both sets of partners (from the higher education sector and across Irish Aid) of a lack of understanding, and sometimes of appreciation of one another's perspective. This emerged from interviews and at joint events over the course of the MTR, and has also impacted on specific aspects of the PSC programme, including varied understanding of the nature and purpose of the programme';

'The gap between the two 'sectors' higher education and 'development' in terms of culture, language and mutual understanding was palpable. The higher education sector welcomed the chance to get a 'taster' of what was happening in Irish Aid e.g. country strategy planning (with Malawi as an example) and research strategy development but felt that they still lacked the big picture on what Irish Aid was about, how it saw the role of HEIs and what they wanted from projects by way of outputs. Irish Aid personnel wanted more evidence of Southern partner capacity building beyond training and how it was intended that the research undertaken through the programme would be used to benefit poor people'.

The need for clarity and transparency was further endorsed in the PSC Mid-Term Evaluation (Gaynor, 2010:18):

'Irish Aid has not always been clear and consistent in communicating its expectations to the HEA and the HEA has not adequately understood the development and programmatic perspectives of this programme. Neither the Memorandum of Understanding nor the Common Note of Understanding between the organisations explicitly provide for this dimension. This has influenced consistency and clarity of messages to HEIs from the HEA and Irish Aid with comments made by several institutions such as 'the HEA and IA have different agendas'.

However, findings show that as the PSC progressed its objectives became more nuanced, strengthening a synthesis between the development objectives of Irish Aid and the research development objectives of the HEA. In this regard, that the PSC is a work in progress was identified:

'This programme has evolved hugely since it started, this is like a test case…now there are thematic issues, in terms of what the projects will deliver…they had not been suggested before….we are working on changing it all the time...in terms of linking with the Irish Aid programme, we are making more of an effort to do that, they give guidance in terms of deciding on the themes…embassies are getting more involved' (Harry, HEA, Ireland);

'....encompassing different stages; the initiation stage, answering the call, preparing the proposal, brainstorming.....an evolving and phased concept... transition, learning and adapting...'(Patricia, Management, Ireland).

5.6.2 The Nature and Practice of Capacity Development Activities

The CGDE comprised the following activities as outlined by (Jeffers, et al. 2011):

- Supported PhD research,
- Collaborative research projects
- Teacher-educator exchanges
- 8 PhD students, three each from Lesotho and Uganda and 2 from Ireland were awarded bursaries to faciltate their their doctoral studies in Irish higher education institutions.

The CGDE comprised support for 8 PhD students (two women and a man from Lesotho, two women and a man from Uganda and two women from Ireland). These students were supported by supervisors from participating Irish institutions. Support included stipends, payment of university fees and laptop computers. There was also an expectation that these PhD students would be released from some of their workload as teacher-educators (in African country contexts) in order to pursue their studies.

Four research projects were conducted by teams comprising Lesothan, Ugandan and Irish teacher educators, two in Uganda and two in Lesotho. The joint research projects in Uganda included:

1. Teacher effectiveness in the teaching of mathematics and science in the secondary school sector
2. Teacher effectiveness in the implementation of the thematic curriculum in the primary school sector

And in Lesotho:

1. Assessment practices in the education system of Lesotho
2. Identification, assessment and inclusion for learners with special education needs (SEN): towards a national system for Lesotho.

In addition twenty-six teacher educators, nine from Uganda, four from Lesotho and thirteen from Ireland took part in a teacher educator exchange programme (TEEP). This programme normally involved a 2 week visit and hosting a reciprocal visit. Irish teacher educators travelled to Lesotho and Uganda for two weeks in April 2010. The return visit took place for two weeks in October 2010. CGDE activities also included included a series of lunchtime lectures, steering committee meetings, planning sub-committee meetings and participation at a number of national and international conferences including the participation of personnel in contributing five presentations at the 10th conference of the UK Forum for International Education and Training (UKFIET), Oxford in 2009, presentations at the Sustainable Global Development Conference, University of Limerick, 2009. Presentations were also given at . the CGDE flagship conference, Mary Immaculate College, 2011.

Findings concerning the nature of relationships within the PhD research process identify that the Lesothan and Ugandan PhD candidates were very positive about the supportive relationships they had with their supervisors. However, a lack of transparency with respect to managerial processes following the official cessation of the CGDE and the implications for feelings of frustration, dependence and helplessnes,s particularly amongst two of the African PhD students was identified:

'we used to communicate very well with the secretary....but this last visit....in June.......most of the officers go on holidays, take leave.........'[Supervisor] was so helpful, [supervisor] is always helpful....issues about finances that we we are not expecting....we were told that you cannot communicate directly with the office, you have to communicate through your supervisor....so, new and not working very well. I am scared about what it is going to be like on my next trip.........you are given information on what the current finances are.....next you are given some totally different information than you were given earlier, the following day you are told you don't have any money.......we know about our entitlements and it looks like lately there is no adherence to the entitlements.....very frustrating. I'm having second thoughts about going this June unless the finances are clear and I know what I am going to be getting for what and how long...... (Pat, PhD Student, Africa);

'Things have changed drastically.....we don't have anyone to talk to' (Marcus, PhD Student, Africa).

The appropriateness of engaging full-time African lecturers on a long, arduous and intensive PhD programme to be conducted in challenging Lesothan and Ugandan contexts with implications for both their personal and professional lives, without considering the long-term support required and the support available following the cessation of the CGDE is questionable; a finding further recognised by the CGDE Evaluation (Jeffers et al. 2011:21):

'how wise was the CGDE's decision to enter relatively long term contracts with eight PhD students when the Centre itself only had a guaranteed future of three years?'

The nature of collaboration between Irish, Lesothan and Ugandan partners within TEEP and particularly within the research teams was identified as very positive, balanced and collegial with strong knowledge sharing in research and problem identification and data collection:

'...it was real partnership, when we went to the field, they came here, we went out there together, for me at that level, I was satisfied...' (Edward, Lecturer, LCE, Lesotho);

'...we felt that we were part of it because we were in the field and for us, we knew more than these people, being on the ground...times when we discussed an issue and we said: "much as this is what you saw on the ground...but we believe a,b,c,d because we have seen it more than you people who are just seeing it now"...for us, we know what it is...we owned it...I am an authority on the knowledge, on the research we carried out, they helped us, we were given tools on how we can do it, but in the long run, it is part of us...' (Pauline, PTC, Uganda);

'[tried] not to be coming in as the person from the West who knows how to do everything: "look you know more about this than we do, you know the education system here, this is your country, show us the way forward take the lead"....' (Marie, Lecturer, Ireland);

'...the Irish came here for exchange, some of us thought that [they] are coming to assess us, they are the best teachers in the world...maybe they are coming to find faults...but they came and then we talked and they assured us that: "no, this is a sharing experience", they want to see what is happening in our classrooms, they are not coming here to assess us, they are not coming to find fault, they are not the best teachers in the world, they are just like us...so there was that psychological preparation, which actually helped a lot..a collegial relation...' (Jennifer, lecturer/Management, Kyambogo University);

'...they could relate as colleagues, and they [Irish lecturers] were very adamant about that: "no we are not mentoring or mentors, we are colleagues", mentors featured in the main proposal but off their own backs they wanted to get rid of this term, they were adamant in relating as colleagues...' (John, Management, Ireland);

'In our team, the assessment team, we really worked together (Lorcan, Lecturer, LCE, Lesotho);

Actually the research, that one, I'd give it a big ok, because it was very collaborative (Tammy, Lecturer, LCE, Lesotho);

'[Irish partner] took a copy of my course outline and my study guide as well and said that maybe this is very good for me as well, so we were sharing the content' (Wendy, Lecturer, LCE, Lesotho);

'...As far as relationships with the Irish institutions I think we have really maintained good relations with Mary I, and now Ulster University, it is a good, good relationship..we built trust...' (Johnathon, Lecturer, Kyambogo University, Uganda);

'.....our colleagues had confessed that there were things they learned from us when they came here. In my opinion, the discussions that we had were not just cosmetic, they were not saying it to be nice, they said it because I believed they meant what they were saying....' (Jon, Lecturer, Makerere University, Uganda).

As with ZITEP, findings indicate a support for focusing on educational development over development issues as necessary in maintaining collegial rather than aid based relationships was identified;

'I myself am beginning to think here more about the role of development education [and] teacher education, really, that when partners are passionate about teacher education, that is when it will work. Are they meant to be also passionate about development issues? I think it is good to be passionate about education, then you are also passionate about development. I am just thinking of good teacher education people sharing their skills....' (Danny, Irish Aid, Uganda).

Findings show that Ugandan and Lesothan partners valued their knowledge and skills and supported the importance of acknowledging what each partner is bringing to the table:

'I think you try and present yourself the way you are, given the resources you have...then the other person also does the same and then you agree on what to take in and what to take out...not to compare, that I should also be like this, no....take it the way it is, and understand that all of us are not equal, just believe in yourself and listen to heart and say: "ok, now I have given my level best, this is my best"...and be fine with it...

.....if you try to make yourself as equal as your partner, than probably you may get more frustrated...I think it requires a clear understanding of the situation in which you are and then cut your coat according to the size of the cloth you have...' (Jennifer, Lecturer/Management, Kyambogo University, Uganda);

'you may not have the finances but you have the experience, the knowledge, the capability, you have something wonderful to bring to the table, but if you have a beggar attitude you will go in there feeling inferior and you won't be able to contribute....' (Jon, Lecturer, Makerere University, Uganda);

'What is required is for us...at the initial stages, insure that the partners understand what is it that they are bringing to the table...' (Tina, College Director, LCE, Lesotho).

The risk of a dependent mind-set amongst Lesothan partners was further identified:

'...they want them [the Irish] to authenticate everything....if they came up with a very brilliant idea here it has to be taken up there...looking up for confirmation, that to me is one element that still has to be worked on to say we have real partnership. Its more like a counselling responsibility as far as I am concerned...you have this person who has decided to put himself in the dark, he is afraid to get himself out of the dark...that requires a special attention to actually bring us out of it...we have the responsibility to uproot ourselves out of that syndrome....to say: "we also have as much to give in all these partnerships"...' (Lauren, Management, LCE. Lesotho);

'...those people are superior to us because they are developed, this inequality you cannot eliminate it because it is there naturally, an imbalance...no way it can be balanced because they are certainly superior...and therefore, for us, we are not complaining, we are trying to use their superiority to our advantage so that we can learn....' (Pauline, PTC, Uganda);

'..when they all see themselves as professionals...the one that feels that he has less power, could sit down, because they think the one who has more power will do it....you cannot blame the people who came to do the work....what about the powerless? Mentality of one taking a big stick and hitting themselves, they don't think they have anything, so they don't want to come out to take a stand... (Marcus, Lecturer, LCE, Lesotho);

'We have had dependence on aid over many years...that has been the way we see development and the way life has been and coming out of that mentality....going to take a bit of time...a lot of us would still see it as somebody is giving us something...this kind man or woman is here to give us something....' (Tina, College Director, LCE, Lesotho).

A number of observations suggest that such dependent mind-sets are not necessarily being challenged by Irish partners:

 '....a lot of [the] teaching style wouldn't be the teaching style we would use here, resources were dated...the resources...the teaching methodologies, strategies, philsophies that [they were] advocating were dated..' (Simon, Lecturer, Ireland);

'I think this was all about North giving something to South, not a two-way process...after the lesson I was in with my partner [In Ireland], I remarked about the student being very passive, I remember my partner did not like like that....I could see that the person was offended, I thought that my partner was expecting me to say anything, it was just a comment...the lesson was ok, I liked it, but this was what I saw....' (Tom, Lecturer, LCE);

'loosing their [Irish lecturers] professionalism, the minute they step of the plane, they step into charity mode' (Matt; Irish Aid, Ireland);

' my analysis, the CGDE perpetuated that, ought to have wanted to see that through...this is happening....cleared the ground and put in the re-inforcements where they were needed...(Marcus, Lecturer, LCE, Lesotho).

While collaborative knowledge sharing was apparent with respect to problem identification and data collection within the research teams, it was less so with respect to the write up process. A lack of support for strengthening Ugandan and Lesothan research teams, a lack of Ugandan and Lesothan input in to the choice of participants on the research teams, the need to prioritise Ugandan and Lesothan leadership and management skills and the importance of maintaining an in-country presence in facilitating an understanding of Ugandan and Lesothan contexts were identified in this respect:

'Lesothan lecturers acted like people who were only incorporated to collect data and that's all...the experts or people who know then come in and sift through the data and see what issues arise from that...they acted more like technicians in collecting that data...' (Mary, Lecturer, LCE, Lesotho);

'...there was need to communicate with some principals who were in the team, who are quite far away, maybe 120 miles away from here, so calling for a meeting for those people requires paying for transport to come over here...basically [Fergus] and I had to sacrifice out of our own pocket to facilitate the whole exercise...' (Jennifer, Lecturer/Management, Kyambogo Univerity, Uganda);

'we were not facilitated to meet regularly as a team...to talk about what was going on, the challenges that we were facing and how we were going to proceed. I don't think we ever met to talk about the research without meeting when the Irish partners were here...' (Steve, Lecturer, Kyambogo University, Uganda);

'..I think it would have been good if right from the begining....[as] the team leader, I may have been consulted as to who should be on the team...in terms of having a say in who would take part in the partnership....be able to know that this is the kind of person I would be able to work with, someone with some knowledge and experience in this area..' (Steve, Lecturer, Kyambogo University, Uganda);

'maybe that's where we need more capacity, in how to manage projects, if you are a team leader....maybe give capacities on how to manage projects, what are the expectations for accountability purposes, when do you account...

....how do you account and why do you account, who submits what, and then if I don't know how to do that, to be helped as part of the project implementation....' (Jon, Lecturer, Makerere University, Uganda);

'...they should have considered placing a person within the institutions where they are going to be working, and then having a local somebody assigned to that programme, that would have helped to get more information and build the programme better....' (Trevor, Irish Aid, Lesotho).

It was felt that as the CGDE drew to a close, planning and decision making became less participatory with Irish partners dominating in the write up phase and in presentations:

'...originally there was a kind of balance in making decisions, sharing information here and there, but I think, it was the last, the end of the programme...our Irish friends apparently seemed to be having more say as far as decision making is concerned...' (Jennifer, Lecturer, Kyambogo University, Uganda);

'Ugandan partners thought that they were being left behind' (Steve, Lecturer, Kyambogo University, Uganda);

'....it's something I feel badly about, something I discussed with my TEEP partners and how we would love to present together, it would be ideal. I do feel badly about that, at any of my presentations all of my team members are named on it and I would dearly prefer to have one of my partners just co-present with me' (Simon, Lecturer, Ireland).

This was explained as a result of many factors including time pressures, the concern of Irish partners with publishing papers and presenting at conferences and in this context the issue of authorship was raised, a lack of commitment and responsibility on behalf of Ugandan and Lesothan partners, an understanding that the Irish partners were leaders and a lack of capacity, resources and institutional support in Ugandan and Lesothan contexts:

'The Irish took over the writing of the papers to get things done and finished, a lot of demands on their time and pressure to complete, heads of department getting annoyed. We had to produce outcomes/outputs according to the deadlines. We started this programme six months after we should have, we were running to catch up...we should have had more time for follow up, writing up, the time period was too short. We needed more time together on writing up, upon reflection I see this' (John, Management, Ireland);

'...I spoke to a few guys who were complaining: "the Irish are doing everything"....eventually there comes a point where presentations have to be made, at the end of the day the people who drafted are the ones who presented...they are the people who now got much out of it, they can actually go to all of the conferences...none of these other people can go to the conferences and present...' (Lauren, Management, LCE. Lesotho);

'if we are going to publish this work, which names are going to appear?....some people maybe didn't do as much, but we couldn't actually do the same amount of work because of the nature of, we are far apart, we are not always in touch and we had different roles, so it couldn't actually end up being the same amount of work...if the report is to be published and it is to have names, which names is it going to have?' (Steve, Lecturer, Kyambogo University, Uganda);

'I wouldn't really want to blame the Irish team, I think, if we did our best..' (Jon, Lecturer, Makerere University, Uganda);

'...in this case where data was collected and not worked on, the responsibility was certainly from this side. Even if you know very little about research, at least something small could have been done by people here, and when they are together then they can look into how things are done...' (Marcus, Lecturer, LCE, Lesotho);

'Maybe the other unspoken aspect was that the Irish team were the team leaders'(Jon, Lecturer, Makerere University, Uganda);

'..waiting for us to come and do it, they sit back, I see this a lot, nothing was arranged for us, [Irish Coordinator] had to come and arrange it all, this was bad. There is a culture of waiting for it to be done...' (Emet, Lecturer, Ireland);

'...we did try to have one of our partners even support us in the presentation, even the writing of the presentation, it just doesn't work...there is the excuses about communication....[but] if I send a personal email you would get a reply instantly, I never quite understood what all of these difficulties about email communication were about...it just seems to me that...I don't know, maybe it is just a different work ethic...they were literally not willing to put in the work, or maybe they weren't able to at that level...this is where our 50/50 goes out the window...can't really make people do something, if they don't make deadlines, just seems to me that we just pick up the pieces, that we just do it...I'd prefer if it wasn't like that, that seems to be how it is...' (Simon, Lecturer, Ireland);

'...we were basically relying on internet information; we didn't have a good library where you could access journals...' (Jennifer, Lecturer/Management, Kyambogo University, Uganda);

'...maybe they found us to be too lazy....if we needed information from the ministry it wouldn't be easy to get that kind of information, not that people are lazy, even the person, the source of that information, would not have that information readily...' (Steve, Lecturer, Kyambogo University, Uganda);

'...don't have the same value in their institutions, don't get the same recognition, internationally, for writing academically as we do...their perceptions of it are not similar to ours...the resources are just the first issue...who is going to pay the bill? Its ok for me here in [Irish institution], I have my research fund, the conference funding...if I didn't have the funding I wouldn't be in a position to fund it personally myself either....' (Simon, Lecturer, Ireland).

The nature of Ugandan and Lesothan capacity with respect to academic writing, balancing between a focus on capacity development in a Ugandan and Lesothan context and producing high quality academic papers, and trust in Lesothan and Ugandan capacity were further identified as affecting the extent to which Ugandan and Lesothan partners participated in the write-up stage:

'..difficulties in the use of English as a second language, which comes in to it a bit as well....when it came to the report writing it was more difficult because of, partly, difficulties in levels of commitment and levels of skill...it is hard to know what sort of thing people are capable of producing' (Jacinta, Management, Ireland);

'trying to get a cohesive report together, that flowed and gave the true meaning, yet was still totally collaborative and a partnership output...that was a bit of a balancing act. The tension between wanting to have something that is really professional looking and wanting a product that is really a reflection of a joint effort between people from different countries. In some areas it has been difficult to achieve' (Marie, Lecturer, Ireland);

'....some of what was produced for the reports in Lesotho and Uganda ended up either not being used or having to be drastically revised. I was not the most severe, I tended to go for revisions, there was a case where there was some material, which I wanted to include, it had been written in Lesotho, revised by me, but it had been deemed by one of my Irish colleagues not to be suitable to be included...' (Jacinta, Management, Ireland);

'....it appears that at some moment, maybe the Irish partners sometimes didn't, I don't know, maybe its a false impression, it seems as if they didn't trust us well enough, because it seems for them they had opportunity to meet and discuss the data and whatever had been written, but they are not passing on that information to us...it was as if there was a little bit of mistrust, I don't know, we would be kept out from some of the information...we had done the data gathering together, had done the analysis, maybe they did some kind of editing, they wouldn't give us the updated versions....' (Steve, Lecturer, Kyambogo University, Uganda).

The need for a deeper understanding of challenges in Lesothan and Ugandan contexts, based not on criticism, pity or condescension was emphasised. The relevance of experience and personal attributes including empathy and respect, were endorsed in this context:

> '...not that people are slower here, it's that life is different here...it depends on the personality of the individuals....and I know that I am guilty of it sometimes…I forget, this is the environment I am working in, these people are struggling, they may have challenges that we are not aware of..so, I suppose its about being respectful....with people who have lived overseas, you are tuned into it a bit more....some people are naturally good at it...' (Siobhan, Irish Aid, Uganda).

A theme reflected also in a quote outlined previously:

> '....its more like a counselling responsibility as far as I am concerned....we need to concentrate on the human factor, the person, the confidence, how do you yield the confidence, how do you build the confidence?......'. (Lauren, Management, LCE, Lesotho).

The dominance of Irish partners in the final phases of the research programmes was also acknowledged in the CGDE Evaluation (Jeffers et al. 2011:17 - 30):

> 'However, it appears that much of the finalizing has taken place in Ireland. This reflects an initial inequality of capacity among the researchers North and South but also has implications for the sense of 'ownership' of each project';

> 'This transfer of the intellectual leadership of the research activities towards the northern partners may have limited some of the potential for capacity building, and indeed have reinforced some of the unhelpful expectations of collaborative research activities with international partners'.

Finally, findings show that the commitment and participation of Irish partners in the TEEP programme was perceived as limited by Lesothan partners in particular and also identified as adversely affected, in general, by the economic recession:

'members were not always available for meetings...they knew about the programme, the duration, those hours but sometimes they were not there...' (Lorcan, Lecturer, LCE, Lesotho);

'...it was just that they were too busy, they were very busy....in a day you'd have time with your partner for about an hour...thirty minutes (Wendy, Lecturer, LCE, Lesotho);

'Then there was increased demands and pressure on people here with the recession. Goodwill was waning' (John, Management, Ireland);

'Also, the economic downturn has implications for the research projects and all aspects of CGDE activities, as more work is required of institutional staff. The CGDE project was conceived prior to the economic downturn and the consequent cutbacks and increased workloads for teacher educators. Some participants who had been strongly involved in the early stages of CGDE became less involved in subsequent years. Sustaining commitment from busy people emerges as a key challenge for CGDE' (Jeffers et al. 2011:30-35).

A more supportive departmental context in enabling Irish lecturers to participate was further endorsed:

'Heads of Departments were less responsive to people taking the time to travel, they didn't want them to leave, should have perhaps been more secondment' (John, Management, Ireland).

5.6.3   CGDE Outcomes

With respect to Ugandan and Lesothan partners, outcomes included enhanced research and ICT skills, a stronger understanding of the challenges faced in rural schools in Lesotho and Uganda , enhanced confidence and strengthened Irish-African academic relationships; outcomes which the majority of African and Irish partners felt were relevant:

'it informs you as a lecturer...you understand the schools much better, then you can support students, assist them...much better' (Will, Lecturer, LCE);

'It may not look a priority, people may think that the money should be spent in more important areas...but it is very important....the area of research needs patience and appreciation which many people don't appreciate....for instance people may not think the research we carried out was very important, but I think for us it was...the consequences of that research it may not be seen immediately but with time it will be seen......when I moved around, seeing what was on the ground for me....' (Pauline, PTC, Uganda);

'Yes, its beneficial, the Irish do make an impact in the schools, for example schools here, it's a lecture, not participatory. They introduce participatory tools' (Danny, Irish Aid, Uganda);

'.....I think the TEEP project had obvious benefits which had changed her and her views....to see the approaches we have, she saw me teaching here, how I involve adults as adults, and not as students....we discussed how she could do things in her context' (Simon, Lecturer, Ireland);

'...the idea that was being used in Sligo was able to be transferred here, just through this TEEP' (Edward, Lecturer, LCE, Lesotho);

'....knowing the attitude, knowing our people, it actually did quite a lot in terms of empowering them...one of the guys who went on TEEP, who said: "wow, so those guys are still doing the things we do" and I said: "What did you think, you have a Masters from South Africa. He couldn't conceive that as an international accredited kind of education.....that darkness.....he realised that: "ok, I'm good, I'm good enough"....it did a lot for him' (Lauren, Management, LCE, Lesotho);

'..even in out curriculum, the way you teach, what you teach, is what we teach, that is what I discovered...'. (Tina, College Director, Lesotho);

'I came to Mary I some years back and up to now I'm still connected, that's the kind of experience which you get through interpersonal people visiting each other...' (Betty, Management, Kyambogo University, Uganda);

'one of the most important things I have gained, because right now I am writing a paper with [Irish Professor] on teacher mentorship, we are collaborating with one lecturer in Makerere University and another one one from Mozambique, so it is a collaborative paper. I think if I had not meant [Irish Professor] during the CGDE, I would have missed that opportunity' (Johnathon, Lecturer, Kyambogo University, Uganda);

'I am telling you, we have started in our small groups again, we are making studies again: "let's follow up on that", making comments and recommendations...so I see us having grown, we are seeing research from a different perspective now...in the past there would be a study, there would be a recommendation, but no action per se to take it further...but with this one....we have grown!!. We were involved more...we have done studies before, but individual studies, not as a group...so this kind of experience for some of us was a new one which has actually opened our eyes much better, broadened our horizon of research of what it means, to even understand better what recommendations mean...' (Tammy, Lecturer, LCE, Lesotho).

A strengthened collaborative relationship between the Ugandan ministry and educational institutions was also identified:

'....originally the Ministry of Education, and Kyambogo and Makerere there was....the relationship amongst the three institutions was not very healthy, but then when we started involving the Ministry of Education in our activities here, and the Ministry of Education involves us in their activities, I think that the relationship came up very well....with the coming of the CGDE, it found some bit of ground, which we have exploited and which right now we are really relating very well...' (Johnathon, Lectutrer/Management, Kyambogo University, Uganda).

As identified previously, positive results as regards enhancing a demand driven approach in a Ugandan context were also identified;

'...when we tried to write the CGDE proposal part two....some of the main people giving ideas...suggestions around how that project should be done...would have been the Ugandan partners who have been involved in the previous one...so in that sense you could see some movement in that they were making suggestions as to how it should be done...when it should be done...coming back saying it fits with our model...' (Colm, Management, Ireland).

The lack of outcomes with respect to publishing papers in a Ugandan and Lesothan context was identified:

'......take them further so that individuals can concentrate on their own elements and write their own papers.....then we can say we have definately empowered somebody....people here are not doing that much research, if they could be pushed to produce a paper...then it would take off' (Lauren, Management, LCE, Lesotho).

Findings indicating research and pedagogical capacity development in Ugandan and Lesothan contexts are also supported by the CGDE Evaluation (Jeffers et al. 2011:40) but questioned with respect to indicators identifying changes in teacher education quality at an institutional level:

'The research capacity of the teacher education institutions has been enhanced, but it is unclear whether this was reflected in the quality of teacher education at the institutions. For the collaborative research projects, the process of engaging in the research may have given some new insights. In particular, the experience of field work done jointly, and the associated discussions, is likely to have been useful. But the limited involvement in the analytic parts of the work suggests that the transfer of this into teacher education is likely to be less than it might have been'.

The need for clear and and transparent indicators in ensuring impacts at an institutional level and in ensuring balanced outcomes for all partners was endorsed:

'...responsible for telling stakeholders, locally here, what it is that has been achieved....to the MoE...the PS, Irish Aid ambassador....this is what we have found....we have been to your schools, visited your principals, this is what we have found...that is part of accountability....' (Tina, College Director, Lesotho);

'Let us plan this together....I'm not sure of that was done, totally, the collective planning, to say: "alright guys what is it that we want to achieve, how can we achieve this?"....' (Lauren, Management, LCE).

The PSC Mid-Term Review (2010: 5-6) further identified limitations with respect to poverty reduction indicators:

'There is at present insufficient attention to clarifying relevance to poor people; measures to translate education, training and research into use for poor women and men and to building national (and global) partnerships that will support this';

'The risk remains however that, in common with many programmes, translation of outputs into outcomes will not go to plan, unless the pathways for the translation of research and education into quality-of-life benefits for poor people are carefully mapped out and pursued from the outset'.

As regards policy implications in Lesothan and Ugandan contexts, findings show that more time was required to identify results in this area:

'...not yet because the steering committee has not yet commissioned the final report, and the final report will need a country review' (Fergus, MoES, Uganda);

'policy, it takes time to develop it doesn't just happen, policy shift takes time, goes through systems at ministerial level, it goes through the department, from the department it goes to planning and so on, monitoring and evaluation, stages through which policy is developed.....at cabinet level' (Marion, MoES, Uganda);

'Reforming policy takes a lot longer than four years'(Trevor, Irish Aid, Lesotho).

Identified restrictions for impacts at a policy level included a limited inclusion of the necessary ministerial departments, as previously outlined, a lack of understanding of local institutional and ministerial dynamics, an overburdening of government departments and the need for more accessible policy drafts:

'....the planning department was not included and the education planning department would have been a good department to include. There is a good fora called the monitoring and evaluation working group, Terms of Reference for all studies endorsed, in terms of turning them into action.....involve the Ministry of Planning....' (Danny, Irish Aid, Uganda);

'...sometimes the findings are poorly disseminated....disseminated to the wrong people....if they need government to change something, then the pressure doesn't need to come from the researcher, it needs to come from the schools and from time to time government consults with schools on different things. If the findings are properly targetted, the college itself doesn't have to be knocking at the door of the ministry to say: "these are the findings you need to change the policy on admissions". What I am saying is conceptualisation is very important and understanding of the local dynamics is very important to invest in when you are designing a programme that you want to influence policy' (Trevor, Irish Aid, Lesotho);

'the policy recomendations that were made were just too broad for me and if I was chief of primary tomorrow, I would look at that and find it very difficult to use' (Trevor, Irish Aid, Lesotho);

'the findings have been made, but don't tie government around the neck, to say: "you said we should do this assesment, now you should make it a policy priority". We as development workers and as academics, sometimes we paralyse the government system such that if UNICEF comes in and talks about girls education...research on that......Irish Aid comes and talks about vulnerable children and equity and we all want government involvement and government ownership of every bit of that.....then we want government to make it a policy priority' (Trevor, Irish Aid, Lesotho).

Similarly, findings show a diminished dissemination of findings in Ugandan and Lesothan contexts:

'what hangs in the balance are our stakeholders in Uganda, they have not been informed of the outcome of that report. We promised the schools that they would get to know the outcome, so we would need representatives from the schools, people from the ministry and other teacher education institutions, a half day workshop to tell them what we found out.....maybe the issue has to do with funding, from one side...we expected that it would be CGDE to fund this activity......we have not taken any initiative because we have expected that it would be the CGDE to say if the Uganda stakeholders meeting is going to be this date, prepare your presentation....we have not put a good ending to it as yet...' (Steve, Lecturer, Kyambogo University, Uganda);

'even after the report was out and we presented the findings, I feel like they [schools] were not part....they don't know what we saw or came up with...I would have liked more interaction, given them feedback, to see if there was anything more we could do aboutt that....the stakeholders were there when we were presenting the report, were mainly officers of the ministry of education but the teachers were not...I think they have not really benefitted from the findings....by now we should have trained them in aspects of assessment, which were identified as problem areas...' (Wendy, Lecturer, LCE, Lesotho).

Findings also identified limited outcomes with respect to South-South collaboration:

'with the CGDE, there was not much cross over between Lesotho and Uganda, we would have liked to have seen more in that regard…..should have been an MoU between the three institutions' (Harry, HEA, Ireland);

'Disappointingly, there was no significant effort invested in encouraging South-South collaborative partnerships, despite the obvious opportunities' (Jeffers et al. 2011:42).

Outcomes for Irish partners included strengthened institutional knowledge and experience of international development issues, also supported by secondary documentation:

> 'The project contributed to the development of capacity within Irish higher education institutions. It brought together a disparate group of academic and teacher educators, and gave them an introductory experience of work in the education sector in Africa' (Jeffers et al. 2011:42);

> 'The capacity of Irish HEIs to participate more actively in development has been strengthened by the PSC through investment in people, systems, knowledge and networking.....Inter-disciplinary and inter-institutional collaboration that it has promoted within and between Irish HEIs; Progress made in establishing a more institutional approach, such as strategic plans, and investment in strengthened systems, knowledge and networking by Irish HEIs; Increase in engagement and awareness on development issues that it has generated within these institutions through new and revised courses, modules and seminars, including sharing of materials and teaching expertise' (Gaynor, 2010: 3, 6, 7).

The difficulties of measuring outcomes for Irish partners was identified, particularly by the HEA who cited their lack of experience in establishing indicators in this context.

Both personal and professional development for Irish partners was found:

> '...this was a particularly strong learning experience; they had to give the classes with only Lesothan resources. It was a tough and a steep learning curve, but they talked a lot about finding their voice again as teachers, without all of these resources, the learned to rely again on their innate ability as teachers...' (John, Management, Ireland).

Concrete and measurable outcomes were identified in terms of papers and book chapters published and presentations given at international conferences in Latvia, the UK, the USA and Canada.

To summarise, the following findings have emerged with respect to mutual capacity development within the CGDE:

- The PSC and the CGDE emerged in response to the needs and agendas of Irish Aid, Irish educational institutions and departments and the HEA; needs and agendas not only concerned with educational development in Lesotho and Uganda. A belief that the agendas of all partners must be acknowledged and that greater clarity and transparency is required in this regard, so as to enable the synthesis of mutual rather than identical developmental and professional agendas

- Poor managerial process and a lack of transparency was found with respect to management and financial procedures following the official cessation of the CGDE. This entailed damaging implications with respect to the well-being of two PhD candidates based in an African country context

- Collaborative knowledge sharing was found to be very strong within TEEP and the research programmes. However, this declined significantly with respect to the write up process

- Ugandan and Lesothan research teams were somewhat isolated and lacked support, particularly with respect to team management skills. The write-up process must be given more time, increased clarity is required regarding expectations and contributions and a balance attained between capacity development and/or the production of high quality academic publications

- Irish partners lacked a nuanced understanding of Ugandan and Lesothan contexts, with the importance of experience and personal attributes emphasised in this regard

- The commitment and participation of Irish partners was obstructed by the resulting pressures of the economic crises. Irish lecturers require strong institutional and departmental support

- Findings indicate relevant research and pedagogical capacity development in Uganda and Lesotho, stengthened Ugandan institutional relationships and the enhancement of a Ugandan demand driven impetus

- Policy implications were diminished as a result of the time factor and a limited Irish understanding of local institutional contexts and dynamics

- Relevant indicators must be clearly and transparently identified so as to ensure fair and balanced outcomes for all partners

- Findings show many positive outcomes for Irish partners with respect to personal and professional development and enhanced institutional capacity and engagement in the development sector.

The following Table 5.3 synthesises findings concerning mutual capacity development and outcomes within ZITEP and the CGDE:

Table 5.3: ZITEP and the CGDE; Mutual Capacity Development and Outcomes:

Mutual Capacity Development & Outcomes	Zambia	Lesotho	Uganda	Ireland
Agendas and Motivations.	Irish institutional partners are motivated by various agendas and needs. They are not openly discussed and identified, serving to limit transparency and focus on what Irish partners are bringing as opposed to taking from the partnership. The principle of mutual learning is therefore diminished. Irish educational institutions remain predisposed towards North-South relationships underpinned by aid-driven, altruistic and social justice intentions over potential reciprocal economic relationships.	Greater clarity and transparency is required concerning the agendas and needs of all partners, in facilitating the synthesis of mutual rather than identical agends and outcomes.	Greater clarity and transparency is required concerning the agendas and needs of all partners, in facilitating the synthesis of mutual rather than identical agends and outcomes.	
Nature and Implementation of Capacity Development Activities **Nature and**	A commitment to building on Zambian knowledge and practice and to utilising accessible resources appropriate to local contexts. A focus on a common goal of	Collaborative knowledge sharing is strong within TEEP and research programmes. This declines with respect to the write up process. A need to	Collaborative knowledge sharing is very strong within TEEP and the research programmes. This declines	

| Implementation of Capacity Development Activities | teacher education development is relevant in maintaining collegial over aid relationships.

There is a risk of aid dependence in Zambia and related disempowering implications.

Zambian partners were not provided with the opportunity to present their skills in an Irish context and formal mechanisms for identifying Irish learning did not exist.

A lingering commitment to Irish and European knowledge and skills as advanced rather than different is apparent. | strengthen supports to Lesothan research teams and clarify a focus on capacity development and/or high quality academic publications.

A need for a deeper Irish understanding of Lesothan contexts and the importance of experience and personal attributes in this regard. | significantly with respect to the write up process.

The need to strengthen supports to Ugandan research teams and clarify a focus on capacity development and/or high quality academic publications.

A need for a deeper Irish understanding of Ugandan contexts and the importance of experience and personal attributes in this regard. | |
| --- | --- | --- | --- | --- |
| Outcomes | Outcomes for Zambian teacher educators include enhanced pedagogical skills, action research research skills, professional confidence and identity. | Relevant research and pedagogical outcomes for Lesothan partners. | Relevant research and pedagogical outcomes for Ugandan partners; stengthened institutional relationships and an increased demand driven impetus. | Positive outcomes for Irish partners with respect to personal and professional development and enhanced institutional capacity and engagement in the development sector. |
| Outcomes | Learning is relevant | A lack of clearly and transparently | A lack of clearly and transparently | |

to Zambian contexts and supports the use of local and accessible materials. Fair and appropriate monitoring and evaluation mechanisms are required in ensuring balanced outcomes.	identified outcomes and the relevant indicators, which are necessary in ensuring fair and balanced outcomes.	identified outcomes and the relevant indicators, which are necessary in ensuring fair and balanced outcomes.	

5.7 Conclusion

This chapter has documented the findings gathered from both of the case study sites, ZITEP and the CGDE, with respect to ownership, accountability, transparency, autonomy and mutual knowledge sharing. These findings may be synthesised under the following headings:

1. Agendas and Motivations:

Partnerships are driven by the interests and agendas of all partners. Findings show that the professional and commercial development agendas of Irish partners are not acknowledged or formally recognised and debated, which restricts the synthesis of multiple objectives. Trust is further undermined and dependent relationships perpetuated based on an understanding of Irish partners as the altruistic providers with partners from African countries adopting the role of perpetual receivers. Irish educational institutions remain predisposed towards North-South relationships underpinned by aid, favouring altruistic and social justice intentions over potential economic relationships. The primacy of a supply driven framework was found to sustain opportunistic and financial motivations in an African country context, whereby for partners operating in economically and politically constrained contexts the inclination is to to agree to a partnership so as to ensure access to funding and resources as opposed to voluntary participation based on collaborative educational planning.

2. Power and Autonomy

Findings document that Zambian, Lesothan and Ugandan partners are not powerless in directing the the course of the partnerships. This was particularly apparent in a Zambian context with respect to the power of the Zambian government education department to support and sustain ZITEP, to limit institutional and lecturer autonomy and to control accountability and transparency mechanisms. Inequitable power relations in an African country context are present and must be addressed in a more deliberate, informed and nuanced manner by all partners. Findings also identify an understanding, pre-dominant amongst Southern partners, that governments in African partners countries must make a financial contribution and/or the identification of all contributions, financial or otherwise clarified, so as to strengthen the autonomy and independence of African country partners.

3. Management Structures:

Findings show that the partnerships have emerged in an Irish context, depend on voluntaristic and vulnerable Irish funding arrangements and are directed by Irish co-ordinators based in administrative centres which are located in Irish institutions. Accordingly, while it was found that Lesothan, Ugandan and Zambian participation is actively valued and encouraged, they tend to engage as peripheral and isolated followers rather than partners. A focus on the transparent selection of participating African institutions, preferably by local African country partners, is necessary in ensuring African ownership. Resource and capacity constraints in an African country context further diminishes the ability of African partners to engage fully in management and decision making. The importance of interest and commitment, personal attributes and professional skills, particularly senitivity and diplomacy, in directing the course of the partnerships is also apparent.

4. Collaborative Contexts

In an Irish context, findings identify that a lack of coordination and communication between Irish Aid, Ireland and Irish Embassies based in partners African countries limits the much needed ownership and support of Irish Aid. Moreover, the need for increased negotiation and collaboration between Irish Aid, the Irish DoES and the HEA so as to ensure effective implementation and outcomes was further identified.

For those African partners countries where planning and ministerial and institutional collaboration was strong with respect to the partnership, more specifically Uganda, ownership, autonomy and alignment was also strong. Where collaborative planning concerning the partnership was limited and pre-dominantly hierarchical and authoritarian educational systems dominated, the extent to which partnerships could become collaboratively owned by all partners and aligned with national planning was restricted. Findings indicate the necessity of locating an appropriate governmental role in African country contexts, based on an informed and nuanced Irish understanding of these contexts so as to ensure governmental support, a system-wide approach and alignment with national planning.

5 Mutual Exchange and Outcomes

Findings show a strong relationship between the objectives of both partnerships and national and institutional planning in an African country context. Respondents documented participatory and inclusive initial meetings whereby Irish partners consulted and met with a wide number and range of educational representatives in the South. It was found that that throughout initial consultations and a needs analysis, Irish partners were particularly concerned that they did not dominate, that the needs of Southern partners were paramount and that principles including ownership were prioritised. African country lecturers were particularly satisfied that the focus of the partnerships were strongly aligned with their professional needs with respect to enhancing methodological, pedagogical and research knowledge and practice: All partners attained positive learning outcomes and a commitment to recognising, valuing and building upon African knowledge and practice was found. However, findings also highlight instances of Northern knowledge and practice dominating, which when coupled with a historical sense of dependency in an African country context and a primary focus on learning and outcomes for Lesothan, Ugandan and Zambian partners, perpetuates disempowerment. Clear and transparent indicators are lacking in ensuring balanced outcomes.

The following Chapter 6 will now discuss these findings, derive conclusions and outline recommendations.

Chapter Six: Discussion, Conclusions and Recommendations

6.0   Introduction

Having presented the research findings in Chapter 5, the following chapter turns to discuss these findings, derive conclusions and outline recommendations. The research question guiding this study is: 'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian educational institutions enable equitable development relations and attain relevant teacher education development goals?' The literature reviewed critiqued the primacy of a modernisation paradigm within the field of development and educational development, including North-South educational partnerships. It outlined its neglect of structural inequity, a reliance on neo-liberal political and economic understandings and an adherence to the diffusion of Northern knowledge and values which are regarded as advanced and universal. Inequitable North-South development relations and a commitment to development goals underpinned by Northern interpretations therefore prevail.

A complex adaptive systems' paradigm has been identified as an appropriate challenge to the limitations of a modernisation world-view in recognising structural asymmetry, individual agency and alternative and open-ended development paths. Accordingly, an understanding of partnerships between Irish, Ugandan, Lesothan and Zambian educational institutions as complex and adaptive social systems will underpin this discussion. The headings adopted to present the key attributes of complexity thinking in Chapter 3 will be employed to frame this discussion of key findings concerning agendas and motivations; power and autonomy; management structures; collaborative contexts and mutual exchange and outcomes.

6.1   The System: Interdependence, Feedback and Emergence

Findings corroborate the assumptions of complexity thinking which assert that the system is: 'open, porous and web like', embodying an internal system with interdependent internal interactions and interactions with its external environment, which is also defined as a complex adaptive system (Walby, 2009:68). Unlike a reductionist Parsonian analysis whereby the parts of a system make up the whole, partnership embodies the 'spatial reaches' of multiple and interdependent systems' (Walby, 2003, 2009).

Findings indicate that partnerships between Irish, Lesothan, Ugandan and Zambian educational institutions comprise a significant number of interdependent internal relationships between government aid departments, higher and teacher education institutions, institutional management, lecturers and students, government education departments and higher education support bodies. Interdependency is apparent in findings illustrating the interconnected needs and objectives of Zambian, Ugandan, Lesothan and Irish partners. The needs of partners from African countries are primarily related to quality issues, with the needs of Irish development aid departments and educational institutions stemming from: poverty reduction goals; enhancing a critical understanding of development issues and civil society support for the work of Irish Aid; advancing internationalisation and research agendas including global competency; a concern with social justice; the primacy of the research university; the advancement of societal collaboration and engagement and global education and inter-cultural concerns (Samoff, 1998; Boeren and Holtland, 2005; King, 2009; Akuni et al. 2011; Irish Aid, 2006; Gaynor, 2009; Healy and Nakabugo , 2010; McEvoy, 2010;).

All partners are interdependent in attaining these goals. The philanthropic, social justice, internationalisation, research and development education objectives of Irish educational institutions are advanced through collaboration with Irish Aid and African institutions. The educational development goals of Lesothan, Ugandan and Zambian institutions are met through participating in partnerships with Irish aid and educational institutions. In addition, Irish Aid requires enhanced synergy and linkages with Irish educational institutions in attaining educational development goals in their programme countries and in strengthening public understanding and support for their work. All interacting institutional systems are mutually impacting and co-evolving, in that the progress of each institutional system depends on the progress of another. Findings support the contention that co-evolution requires connection, cooperation and competition within educational systems; competition to force development and cooperation for mutual survival (Morrison, 2008; Ramalingam et al. 2008; Walby, 2009).

Moreover, findings which identify the importance of locating an appropriate ministerial role in African country contexts, accurately capture the interdependency of development actors and the need to adopt a holistic approach. Arguments by Blackburn and Chambers' (2000) and Mason (2008a, 2009) for balanced government involvement in aid interventions; an involvement which must be facilitated early and the need to holistically target all components of an education system rather than independent and piecemeal interventions, are further supported by these findings. In addition, findings outlining the need for increased negotiation and collaboration both within Irish Aid, including Irish Embassies in African countries and between Irish Aid and Irish government education departments and the higher education support body so as to ensure the necessary ownership and commitment from all partners, supports a focus on interdependent relationships. Interdependency acknowledges Booth's (2008:2) argument supporting an understanding of ownership based on a deliberate and informed engagement with 'complex and messy realities' so as to foster transformation.

Findings also indicate that the system of partnership comprises interdependent interactions with its social, cultural, physical, technical, economic and political dimensions along with its external environment including systems of development, development aid, education, higher education and teacher education systems. Findings illustrate the implementation of partnership systems alongside higher and teacher education systems; systems characterised by trends driving partnerships including quality concerns, the internationalisation agenda, global competence and the rise of the research university. Findings show that partnerships are also interdependent with development and development aid systems; a system which endorses principles of ownership, autonomy, accountability, transparency and shared capacity development in contributing towards the end goal of poverty reduction (Klees, 2002; Boeren and Holtland, 2005; Powell, 2005; Boeren, 2008; King, 2008). The interdependent role of the Irish tax-payer is apparent in findings outlining how the increasing demands of Irish tax-payers, with respect to aid and corruption, informs the extent to which Irish partners relinquish control over financial management, understand their primary responsibility as being to the Irish tax-payer as opposed to African country partners. Moreover, the strengthening role of the Irish tax-payer in maintaining a focus on outcomes for African as opposed to Irish partners was also identified. The increasingingly interdependent role of the Northern tax-payer is corroborated by Brehm, 2004; Boeren and Holtland, 2005 and Riddell, 2007.

In addition, findings demonstrate global relations underpinned by fluid interdependence rather than rigid hierarchical relationships. As outlined in the literature survey, global economic flux is informed by economic crises in the North encompassing a severe reduction in Irish economic growth, and an increasing growth rate in African countries, particularly Zambia (Kragelund, 2011; World Bank, 2015). This makes reified North-South economic distinctions increasingly inappropriate in capturing global inequalities (Walby, 2003, 2007, 2009; Urry, 2003, 2005; Payne and Phillips, 2010; Kragelund; 2011; McEwan and Mawdsley, 2012; Ferreira et al. 2014; Xiaoyun and Carey, 2014). Similar debates are asserted within the field of development aid. Commentators including Xiaoyun and Carey (2014:4) refer to 'a multi-polar system of global order' based on rising powers including the BRICS and the emergence of South-South collaboration initiated outside of the OECD's DAC frameworks. Findings documenting the increasingly varied aid opportunities for African country partners, the ability of Zambian partners to decline Irish funding and the belief, pre-dominant amongst African country partners, that their governments are in a position to and have a responsibility to make a financial contribution, challenge the notion of structural inequity underpinned by nationality and geography, highlighting instead dynamic economic, social and political contexts in a constant state of turbulence.

Power in a complex and adaptive social system is regarded as fluid rather than fixed; Irish, Zambian, Ugandan and Lesothan partners hold varying positions of power and influence. Findings support this in documenting how Zambian, Lesothan and Ugandan partners are not powerless in directing the the course of the partnerships. This was particularly apparent in a Zambian context with respect to the power of the Zambian government education department to either sustain or discard ZITEP, to limit institutional and lecturer autonomy and to control accountability and transparency mechanisms. Findings supporting the presence of inequality in all relationships further support the fluidity of power:

> Researcher: How does inequality, resource imbalances effect the relationship?

> '...challenges are always there, you need to manage them....we are living in a global world, you cannot develop on your own.....'(Sally, Teacher Educator, Charles Lwanga CoE, Zambia).

'...I think you try and present yourself the way you are, given the resources you have...then the other person also does the same and then you agree on what to take in and what to take out...not to compare, that I should also be like this, no....take it the way it is and understand that all of us are not equal, just believe in yourself and listen to heart and say: "ok, now I have given my level best, this is my best"...' (Jennifer, Lecturer/Management, Kyambogo University, Uganda);

The existence of diverse power and inequality arrangements supports arguments against an understanding of structures based solely on North-South distinctions which omit diversity, neglect the conflict that occurs within nations, does little to address inequalities in the North or challenge the wealthy elite of Southern societies (Kiely, 1995). Furthermore, the intersection of multiple complex inequalities including those relating to gender, ethnicities, nation and religion is corroborated by findings illustrating power inequity in African country contexts (Walby, 2003:7, 2007, 2009).

In discussing the concept of feedback, which shapes change in complex systems, findings show that the professional and commercial development agendas of Irish partners including research presentations and publications, international experience, career advancement and the institutional establishment of global development related academic courses and modules are not acknowledged or formally recognised and debated. This lack of acceptance and transparency serves to restrict the negotiation and synthesis of multiple objectives, undermine trust and perpetuate dependent relationships based on an understanding of Irish partners as the altruistic providers with partners from African countries adopting the role of perpetual receivers. Findings further show how a lack of transparency and clarity concerning contributions, financial or otherwise, and outcomes for all partners diminish ownership and autonomy. These findings support the concept of feedback, whereby negative feedback is regulatory while: 'positive feedback brings increasing returns and uses information to change, grow and develop, amplifying small changes' (Morrison, 2008:21). More specifically, these findings reflect disregarded feedback; feedback which is not: 'acted upon despite the fact that it is perceived' and masked and/or negative feedback, inhibiting change and maintaining a power homeostasis (Ramalingam et al. 2008:16; Ramalingam, 2013).

As outlined in Chapter 3, the concept of emergence describes how complex characteristics, behaviours and structures emerge from interdependent elements and dimensions which are characterised by positive and negative feedback (Urry, 2003, 2005; Ramalingam et al. 2008; Geyer and Rihani, 2010). Findings illustrate the emergence of partnerships rather than their construction or global coordination. They have emerged from the interdependent interactions of development and educational institutions and are driven by a relational concern with disempowering development relations and a functional concern with effective and efficient aid. Partnerships have further emerged from global and national higher and teacher education contexts, characterised by internationalisation, research, quality, the developmental role of higher education and global competency. Emergence requires a nuanced understanding of the interdependent needs of all partners, as it is from these needs that the partnerships have emerged.

Emergence is apparent in findings which indicate a support for both accepting and transparently outlining needs and outcomes for Irish partners in facilitating balanced negotiation and the synthesis of all partner's objectives, diminishing the potential for hidden agendas and challenging the accepted narrative of African partners as the dependent recipients with Irish partners as the empowering providers: These findings lie in contrast to the objectives of the Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity, (NPT) 2002-2012 (Nuffic, 2014) which in supporting Southern ownership and autonomy, prioritises development benefits to Southern institutions only in alignment with the goals of the Dutch overseas development agency. Findings show that Irish agendas, including those other than altruistic and social justice concerns, are accepted by partners as legitimate and should therefore be openly acknowledged, debated and incorporated:

> 'It is too naive to expect that donors will not have their own interests, that would be a lie, it is obvious that whether it is the Irish, the British, the French or the Italians, or even us, as Uganda, giving aid to whoever, we must have our own agenda, that is part of life' (Jon, Lecturer, Makerere University, Uganda).

Furthermore, findings indicate that an over-riding emphasis on outcomes for Zambian, Ugandan, Lesothan and Irish partners serves to obstruct the principle of mutuality and maintain traditional dependent relations. In this regard, the emergence of partnership from the interests and agendas of all partners is restricted. However, arguments advocating a carefully considered balance in negotiating a partnership as underpinned by varied interests are supported in the the findings (Boeren and Holtland; 2005; Ilsoe, 2005; Boeren, 2008). The relevance of clarity, transparency and consistent negotiation in maintaining an equitable partnership, underpinned by both Northern and Southern teacher education development needs was identified. The understanding of partnership as a process of continual negotiation reflects the concept of emergence from interdependent needs:

> '...for me, partnership would be coming together at a table and agreeing at the outset that I'm having this and your having that, and we agree on the logistics of how to move on...you might have a different objective to the one I have, but if both objectives could be attained within this partnership, let us agree, let me know exactly what your objective is and you will know exactly what mine is, and let us work together....when there is need to deviate, we sit down again together...continue to agree...continuing to negotiate as we go along...whatever we do throughout the partnership, we negotiate looking for the best end goal...' (Marcus, South);

Emergence understands education as an emergent property of a complex system; it is informed by local contexts (Biesta et al.2008; Turner, 2013). This is apparent in findings indicate how a particularly strong commitment to recognising, valuing and building upon existing African country needs, knowledge and practice, supported positive and relevant learning outcomes. Capacity development objectives and strategies were particularly in-synch with African country contexts and further served to strengthen the commitment and engagement of Zambian, Ugandan, Lesothan partners. Findings identifying the emergence of positive and relevant learning for Irish partners in an un-forced and organic manner, rather than its control and direction, further support the concept of emergence. These findings support the literature acknowledging the importance of devising partnerships which are appropriate to local contexts and which may be sustained on a long-term basis (King, 2007).

The principle of emergence implies that over-controlling and top down managerial approaches are inappropriate. This is evident in findings illustrating the implications of managerial structures, primarily underpinned by Irish co-ordinators based in administrative centres located in Irish institutions, for the isolation and disempowerment of African partners. Emergence further requires a nuanced understanding of local circumstances, actors and dynamics (Groves and Hinton, 2005; Ramalingam, 2013). Findings indicate strong levels of ownership and commitment for those partnerships which incorporated an in-depth understanding of African country contexts based on local planning, the commitment of a ministerial member and the positioning at ground level of an informed Irish contact. These findings support arguments acknowledging the benefits of de-centralised systems in fostering strong and self-managed teacher education institutions and enabling responsiveness to local contexts and change (Lewin and Stuart, 2003; Bloom, Canning and Chan, 2006). Findings further demonstrate the need to support and enable emergence in African country contexts:

> '...the ideal would be that I find out my needs, write a proposal....I know my weaknesses, I know my gaps, my priorities.....(Betty, Management, Kyambogo University, Uganda).

Again, for those partnerships which built on the organic selection of participating African country institutions based on previous participative planning and more voluntary arrangements, ownership and commitment was rooted in genuine needs as opposed to participation based on opportunistic and financial motivations. This is supported in the wider development related literature advocating the primacy of building on local Southern processes including: 'the key players in that process and the forces that drive the process forward' over Northern interests and templates (Rihani, 2005:59; Riddell, 2007; Whitfield and Fraser, 2010).

The following proceeds to discuss how findings demonstrate understandings of change within a complex and adaptive social system.

6.2 The System and Change: Sensitivity to Initial Conditions and Path-Dependence

Ramaligam et al. (2008) describe complex systems as sensitive to their initial conditions; historical processes influence future directions with small events leading to: 'path-dependent trajectories'. Certain paths may become locked in through: 'the shaping of rewards, power, opportunity and knowledge' (Walby, 2007:465). In exploring these concepts within the context of partnerships between Irish, Ugandan, Lesothan and Zambian educational institutions, the influence of history is apparent in findings indicating a reliance on traditional aid defined relationships and the persistence of aid dependent thinking and behaviour in an African country context.

As outlined in the literature review, Irish higher and teacher educations are primarily informed by a modernisation world-view when engaging with Southern educational development and development education initiatives (Regan, 2007; Campbell and Hourigan, 2008; Gyoh, 2009; Baily and Dolan, 2011; Bryan and Bracken, 2011).. This approach is asserted as fostering development education understandings centred on charity and benevolence whereby the North is perceived to hold advanced knowledge with inequitable global economic processes remaining unchallenged (Andreotti, 2006; Martin and Griffiths, 2014). In a similar vein, post-development theorist Kapoor (2004:641) outlines a Northern tendency towards: '...always wanting to correct, teach, theorise, develop, colonise, appropriate, use, record, inscribe, enlighten' with Spivak (2002) describing a prevailing belief that: 'the Third World is in trouble, and that one has the solutions' in (Andreotti, 2006:8).

These arguments are supported in findings illustrating the primacy of Irish altruism, philanthropy and a concern with sharing the good practice of Irish teacher education. Findings further identify a reluctance, on behalf of Irish partners, to consider forms of engagement other than aid including the potential for the establishment of franchises and joint academic courses. Moreover, it was found that Irish partners are uncomfortable with engaging in market-driven relationships with institutions in African countries; perceived more as recipients of Irish philanthropy and aid rather than viable economic partners. Irish partners are satisfied to maintain a traditional North-South relationship underpinned by philanthropy, altruism and aid over a relationship recognising and advancing the potential of Southern partners to contribute and engage in a more economically active and reciprocal manner also argued by Boeren and Holtland (2005).

Path-dependent trajectories are apparent, premised on perpetually receiving Southern partners and philanthropic Northern partners. This path is rooted in colonial histories and has become locked in through: 'the shaping of rewards, power, opportunity and knowledge' (Walby, 2007:463). It does not harm Irish partners to be perceived as the empowering philanthropists while also attaining professional and commercial development outcomes. Irish educational institution partners are reluctant to deviate from this path and the status quo is maintained.

In this regard, the abilities and potential of African educational institutions are neglected (Boeren and Holtland, 2005; Boeren, 2014) with Irish partners failing to recognise shifting global processes, whereby African higher education institutions: 'may make strategic partners in the global knowledge networks that emerge' (Boeren, 2014:3-4). Instead of advancing a vision of international collaboration based on emerging economies and a changing international landscape, a reluctance to move away from missionary and charitable based traditions is maintained. However, a reliance on philanthropic motivations may not be enough to sustain the participation of Northern educational institutions in times of extreme competitive and economic pressures resulting in an increasing focus on international partnerships with economically wealthy higher education institutions (Boeren and Holtland, 2005; Verger and Novelli, 2008; Levesque, 2008; Gaynor, 2009). Findings illustrating how increasing pressures on Irish institutions as a result of the economic crises diminished their commitment and participation reflect the vulnerability of philanthropic motivations.

Findings indicating negligable monitoring and evaluation of Irish learning and outcomes, the limited extent to which African partners were enabled to demonstrate their knowledge and skills in Irish settings and a commitment to Irish set standards and criteria with respect to research analysis, write-up, publications and presentations further demonstrate a lingering understanding of Irish teacher education thinking and practice as more valuable. The need to deviate from this path was acknowledged in findings indicating the benefits of engaging in professional relationships, comprising the collaboration of colleagues skilled in similar study areas and focused primarily on teacher education development goals, as opposed to relationships centred on development aid, perceived as laden with paternalistic and charitable baggage; unsupportive of professionalism and equity:

'Some people treat us like Africans, others like PhD students...' (Pat, Lecturer, LCE).

While findings demonstrate a strong sense of Zambian, Ugandan and Lesothan pride in local knowledge and practice, path-dependent trajectories underpinned by disempowered and dependent mind-sets in African country contexts are also apparent. The belief that African knowledge and practices are inherently inferior and so must be affirmed by Irish partners in order to have value was found. In a similar vein, the risk that African partners continue to adopt a position of gratitude, informed by historical colonial and aid relationships was identified. These findings reflect post-development arguments challenging Southern subordination and passivity and advocating their need to confront and challenge (Spivak, 2004).

Findings further demonstrate path-dependent trajectories in the continued commitment to aid as the transfer of financial and material resources from the North to the South, for which the North is primarily responsible, pre-dominant in African country contexts. Partnerships are often interpreted as a means of acquiring material wealth and goods for Zambian, Ugandan and Lesothan partners, rather than as mutual and long-term North-South professional relationships. This perception limits empowering North-South relationships and negates Southern responsibility for Southern development. These findings support arguments in the literature asserting that Northern aid does not support Southern development, fostering instead dependency and an unwillingness to instigate the changes required for indigenous Southern development (Moyo, 2009). Rihani (2002, 2005) contends that this path is rooted in history and is difficult to challenge due to the benefits, in the form of material gain, that aid entails for powerful Southern actors.

However, complexity thinking argues that that dominant patterns and trajectories can be disrupted in favour of new ones (Morgan, 2005; Walby, 2003, 2007, 2009; Geyer and Rihani, 2010). Positive feedback can produce substantial change (Jervis, 1997). The concept of bi-furcation explains how small changes can entail large effects on path-dependent trajectories, structures and forms (Walby, 2003:12). These concepts are apparent in findings illustrating the disruption of trajectories in African country contexts, which are underpinned by ministerial dominance and control.

In this context, following a ZITEP Mid-Term Review (Irish Aid, 2010b) recommendations were made with regard to altering management structures so as to strengthen the role of Zambian institutional management and reduce the dominant role of the Zambian MoE. The feedback provided by Zambian institutions and educators, Irish management and Irish Aid resulted in a bi-furcation of dominant patterns.

The final section of this discussion moves to locate findings within a complex understanding of agency and structure.

6.3   Agency: Adaptive Agents, Self-organisation and Co-evolution

Findings support the concept of adaptive agents as possessing the ability to: 'perceive the system around them and act on these perceptions' (Ramalingam, 2013: 142). It is apparent that partners are acting in accordance with their own interests and meanings and committed to different strategies in attaining their objectives, as advocated by theorists supportive of individual agency including Long (1992); Chambers (1997); Crewe and Harrison, (1998) Groves and Hinton (2004); Ramalingam (2013). Findings show that Irish partners are motivated to engage in partnerships for reasons including altruism, social justice concerns and professional and commercial development agendas, supporting the literature exploring Northern motivations behind aid (Kiely, 1995; Boeren and Holtland, 2005; Riddell, 2007; King; 2008, 2009; Whitfield and Fraser, 2010). Findings further demonstrate how financial incentives in a resource weak African country context and the political implications of this, play a significant motivating role for African partners. Groves and Hinton (2004) emphasise the need to understand the position and power of individual actors within the system; their motivations and the choices they make. Findings indicate the relevance of this assertion and that Irish partners lacked a nuanced understanding of motivations and incentives for African partners, which was particularly apparent in managerial processes.

Addressing power in this context supports a focus on how adaptive agents interact to limit the adaptive capacity of others thereby sustaining power imbalances (Barder, 2012; Ramalingam, 2013). With respect to Irish/African power relations, findings show that in locating managerial control with Irish partners and within Irish contexts, the adaptive capacity of Zambian, Ugandan and Lesothan partners in asserting their autonomy was diminished. Rihani (2005) contends that local-level interaction facilitates economic, socio-cultural and political development. An overload of control in Irish administrative centres and with Irish coordinators obstructs emergent interactions and educational development processes inclusive of African country contexts (Chamber's, 1997). Findings indicating the severe lack of African institutions and individuals in partnership's managerial structures, recognise the role of Irish partners in limiting the adaptive capacity of partners from African countries. Irish partners are reluctant to give up their power and control, accordingly African partners are continually marginalised and excluded, corroborated by commentators including King (2008), Ellerman (2008) and Koehn (2012).

However, as outlined previously, interdependence recognises fluid rather than fixed power arrangements. In African country contexts, inequitable power relations comprising ministerial and institutional elites acting to limit the independent autonomy of lecturers is further apparent. These findings corroborate Lewin and Stuart' (2003), TISSA' (2007) and Mulkeen' (2010) description of Sub-Saharan teacher education systems as incorporating diminished institutional autonomy and the limited participation of key stakeholders including institutions, parents, schools, teachers unions and college lecturers. They further support the existence of Sub-Saharan higher education institutional cultures characterised by inequity and discrimination (Sawyerr, 2004); King, 2009; Akuni et al. 2011). Like powerful Irish partners, powerful partners in African country contexts: 'have nothing to gain and everything to lose from instigating change' (Barder, 2012).

Moreover, findings demonstrate the diverse nature of development goals and agendas as opposed to unified African and Irish contexts (Booth, 2011, 2013). In an Irish context, this is apparent in findings detailing conflict in negotiating the inclusion of Irish Aid, HEA, DoES and educational institution objectives. In African country contexts, particularly in Zambia, it was found that though the partnership's focus went against the wishes of the ministry, it was favoured by Zambian teacher educators. These findings illustrate diverse development goals and agendas comprising 'interactions', 'battles' and 'negotiations', necessitating an analysis of 'knowledge', 'networks', 'agency' and 'power' as opposed to the technical and managerial implementation of a partnership model (Long, 1992:21; Desai and Imrie, 1998).

In recognising human agency driven by motivations and incentives, commentators including Groves and Hinton (2004) and Mawdsley et al. (2005) endorse engaging with development in a relational manner. Personal relations, and in this context trust and commitment, play an essential role in relationship building within complex and adaptive social systems (Groves and Hinton, 2004; Eyben, 2008). Findings support the importance of inter-personal relationships, personal attributes including empathy and tolerance, development related experience and leadership skills and face-to-face and inter-personal engagement between Irish and African partners. For those partnerships where inter-personal interaction, facilitated by the commitment of a powerful African country partner and an informed and experienced Irish contact based in an African country, genuine negotiation and inclusivity was strong. Moreover, findings identify positive, respectful and collegial relationship between Irish and African lecturers, and the implications this had for genuine knowledge sharing as opposed to knowledge transfer, corroborating the literature asserting the primacy of positive inter-personal relations based on respect, openness, empathy and tolerance.

As outlined in Chapter 3, self-organisation implies that patterns or structures reflect the adaptive tendencies of individual agents operating throughout the system (Mason, 2009; Ramalingam et al. 2008). Structure is internally generated; emerging from interacting agents, systems and environments, serving to constrain or enable the individual and irreducible to its parts (Morrison, 2008; Mason, 2008a, 2009). Self-organisation supports a complex appreciation of structure and agency over a one-way direction of causality. Individual agency and structure simultaneously exist and co-evolve. The behaviour of adaptive actors is both constrained and enabled by their environment; though one can act to improve their situation there are limits to individual action. Moreover, though patterns may be identified, complexity understands structures as constantly changing, far from equilibrium and endorses the potential for their transformation in to new structures and orders of increased complexity (Mason, 2008a; Turner, 2013).

Findings corroborate the concept of self-organisation in identifying the effects of both agency and structure. The previous discussion of path-dependence and adaptive agents outlines the centrality of human agency in partnership; the motivations and incentives of all partners influence both the emergence and trajectories of partnership processes. In addition, as outlined with respect to emergence and bi-furcation, the commitment of individual African country partners, an informed Irish presence in an African country context and the power of individual African and Irish partners to challenge managerial structures reflect the literature asserting the power of people to create change (Chambers, 1997; Groves and Hinton, 2004; Ramalingam et al., 2008). Concurrently, structural limitations are apparent in findings indicating the inability of African country partners to refuse aid due to weak economic contexts and political constraints (Riddell, 2007; Whitfield and Fraser, 2010; Booth, 2011, 2013; Hartmann, 2011). In addition, findings illustrate structural constraints in the extent to which the commitment and participation of Irish partners is informed by departmental and institutional support and the increasing constraints of the economic crises on Irish higher education institutions including staffing, revenue and and research output pressures (Boeren and Holtland; 2005; Verger and Novelli, 2008).

Rihani and Geyer (2001:242) assert that for self-organised development to emerge, individuals must be free to interact and capable of interacting; identifying malnutrition, disease and illiteracy and the prevalence of state repression in the South based on gender, religion and ethnicity as restricting the individual capacity to interact. Sen's (1999) commitment to individual capacity and empowerment is appropriate in this respect and is supported in findings detailing how capacity constraints in an African country context has diminished the ability of African country partners to engage fully in management and decision making and in the research write-up and presentation process. However, the structural constraints to African country participation in decision making is also illustrated in findings highlighting resource inequalities, the dependence of partnerships on voluntaristic and vulnerable Irish funding arrangements and their direction by Irish co-ordinators based in Irish administrative centres, structural contrainst acknowledged by Gutierrez (2008) and King (2008, 2009). Though individual capacity was found to restrict the the role played by African partners in the write-up process, structural constraints are also apparent in resource inequalities compounded by Irish controlled management structures which served to isolate and exclude African partners from publishing and presenting

Co-evolution is a key concept within complex and adaptive social systems. Walby (2007) outlines how systems and adaptive agents co-evolve and mutually adapt. Co-evolution changes both the environment and the agent as opposed to a one-way direction of causality whereby one entity acts on another in accordance with simple hierarchical and nested relationships. The principle of co-evolution has been referred to previously in discussions of interdependence. In addressing power relations, the concept of co-evolution recognises that the system and actors co-evolve to maintain a structural status quo and this can be explained as a power 'homeostasis' (Morrison, 2008). This concept is evident in findings documenting partnership trajectories underpinned by the perception that perception that Irish partners are pre-dominantly altruistically and morally motivated, prioritising teacher education development in partner African countries. In a similar vein, the idea that Irish partners are primarily vocationally driven, dedicated to the role of education and teacher education as a societal good emerged. That Irish altruistic and vocational aspirations lie in contrast to the more self-interested agendas of African partners, who prioritise material gains and power struggles was identified:

'Main issues of trust for Zambia was would Zambia get the benfits from this partnership...I don't think there was an Irish discussion on whether they would get enough..'. (Jackie, Irish Aid, Zambia).

Little attention is paid to the self-interested, professional and commercial development agendas of Irish partners and to conflict and power struggles in Irish contexts. The literature concerning 'hidden agendas' within the context of development aid and its role in perpetuating a perception that only African partners are benefitting due to an Irish commitment to philanthropy and social justice is corroborated in these findings (Pomerantz, 2004; Riddell, 2007; Haberman, 2008; Martin, 2008; Whitfield and Fraser; 2010). In keeping Northern professional and commercial development agendas 'hidden' whereby: '...those closest to the situation are not fooled...' (Pomerantz, 2004:129), Irish institutions are mutually constructing events according to their interests. Post-development arguments including Kiely's (1995:154) observations that modernising universal and evolutionary assumptions perceive the North as holding superior understandings of moral duty and justice, thereby necessitating their intervention in an 'uncivilised world' is echoed in these findings, as is the contention that Northern intervention in the South is primarily based on the pursuit of universal principles of justice and democracy, neglecting the role played by Northern foreign policy concerns. Agents and the system are co-evolving to maintain the status quo (Rihani 2002, 2005; Walby 2007, 2009; Ramalingam et al. 2008; Barder, 2012).

Concepts of emergence, self-organisation and co-evolution are relevant to findings indicating the complexity of engaging with power asymmetries in African country contexts. Whitfield (2009:10) argues that Northern partners must: 'step back from domestic decision making processes', allow Southern partners to make mistakes and withdraw aid when values which Northern partners do not wish to support are sustained. This would require slower implementation processes which do not undermine Southern decision-making processes. This argument is supportive of emergence and is supported to some extent in the findings:

> '....if you trust people then you will have the insight to know that they will make mistakes and then they will learn from those mistake'....what you can't say is; "if I trust them with this then that is the end of it, I better do it myself", you can't be everywhere the whole time' (Cathy, College Director, Charles Lwanga CoE, Zambia).

However, with particular respect to ZITEP, findings illustrate the necessity of Irish intervention in ensuring Zambian teacher educator autonomy. In this respect, findings are supportive of the literature acknowledging the need for a deliberate rather than a 'hands off' approach to elites, patronage-based and clientelistic political systems and internal problems and corruption in maintaining poverty and inequity (Kiely, 1995; Hartmann, 20011; Booth, 2011, 2013). Though findings support Irish intervention in challenging inequity, the concept of emergence and supporting decision-making process in Southern contexts is still relevant with respect to findings supporting intervention based on a nuanced understanding and experience of social, economic, cultural and political contexts in partner countries so as to ensure intervention affirmative of African partner self-reliance, as opposed to a domineering action.

> '...when the Irish perspectives are credible, consistent, from the basis of expertise...it depends very much, if someone is coming with a lot of experience, both substantive experience around the core areas, thematic areas, the practice...also experience from the how to, the how to of it all, how to work in these systems...' (Ben, Irish Aid, Ireland).

Findings show that Irish knowledge and understanding was limited in this regard.

Furthermore, while findings outlining agendas and motivations show that Irish intervention must not be assumed to be inherently supportive of equity and democracy as argued by Pomerantz (2004), Riddell (2007) and Whitfield and Fraser (2010), findings also show that Irish interests or actions must not be assumed as inherently wrong. Northern intervention can act to foster alternatives and provide a: 'positive stimulus for action, reaction and change' (Boeren and Holtland, 2005:29). Findings show that Irish intervention strengthened the professional development of Zambian teacher educators. Moreover, in failing to challenge inequity and support teacher educator autonomy, partnership may serve to endorse the status quo, negating the relevance of global citizenship and global civil society (Pieterse, 2010). Disengaging from complex and messy realities can perpetuate a 'complicit' and 'hands-off' approach (Booth, 2008:2), while simultaneously accumulating professional development outcomes for Irish partners:

> '.... in reality it can end up as a form of tokenism where, you know, you are obliged...under your contract to have a link with an African university or an African third level institution, and often it doesn't extend very much beyond that...I just wonder...what's left behind?...' (Siobhan, Irish Aid, Uganda).

The concept of co-evolution and addressing power asymmetry through re-arranging stakeholders and interactions to challenge the power held by the status status quo is apparent in findings indicating the potential for employing African coordinators based in African institutions, the inclusion of powerful African partners, the relevance of an informed Irish contact at ground level and a more deliberate and supportive engagement by Irish Aid supports this argument. Coevolution and interdependency further requires clear and transparent monitoring and evaluation mechanisms in ensuring that responsibilities and contributions are clarified and balanced and relevant outcomes for all partners. This recommendation was particularly endorsed in the findings and is supported in the literature by commentators including Groves and Hinton (2004), Ramalingam et al. (2008) and Ramalingam (2013). In this respect, indicators are utilised to foster equality and mutuality as opposed to maintain a strict adherence to Irish control.

'.....[the partnership] lacked a clear vision of what the partnership will deliver, and what each actor will bring to the partnership....that means being very clear on who is doing what, when are they doing it, what is coming out of it....' (Ben, Irish Aid, Ireland).

6.4 Conclusions

The aim of this research was to investigate the nature and implications of partnership between Irish, Ugandan, Lesothan and Zambian teacher education institutions with particular regard to dependent and disempowering relations and the attainment of relevant teacher education goals. The research question derived to reflect this aim is:

'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian institutions within the context of teacher education development enable equitable development relations and attain relevant development goals?'

Accordingly, this study concludes by providing an answer to this research question. Partnerships between Irish, Ugandan, Lesothan and Zambian institutions within the context of teacher education development do enable equitable development relations and attain relevant development goals. Their contribution to independent and empowering relationships is apparent in findings outlining: that knowledge and practice in African country contexts is recognised, valued and plays a considerable role in capacity development objectives and strategies; the constructive and mutually beneficial relationships between lecturers; the commitment of Irish partners to supporting institutional and lecturer autonomy in African country contexts and in findings demonstrating inclusive decision making processes. However, a continued adherence to Irish dominance and control is perpetuated in hidden Irish agendas and the primacy of Irish partners in both conceptualising and operationalising the partnerships serving to restrict independent and empowering relationships. Predominantly inequitable and discriminatory educational systems in African country contexts further impede autonomous relationships. Findings indicate the attainment of outcomes relvant to African country contexts. However, outcomes with respect to publications and presentations are limited.

The continuation of a modernisation paradigm is apparent in the maintenance of philanthropic relationships, an emphasis on socio-cultural obstructions in African country as opposed to Irish contexts, the lack of attention paid to diverse development goals, agendas and contentious political issues and a continued understanding of Irish partners as experts primarily responsible for conceptualisation, management and funding, by both Irish and Zambian, Ugandan and Lesothan partners. Development, educational development and North-South educational partnerships, conceived and practiced in accordance with complexity constructs has been identified as an appropriate framework from which to challenge the persistance of modernisation thinking and thereby enhance more equitable and empowering relationships.

6.5 Recommendations

A key objective of this study was to contribute to the development of policy and good practice in guiding the establishment and operation of North-South educational partnerships. Accordingly the following tables outline principal recommendations targeting the relevant institutions.

Table 6.1: Recommendations; Irish Aid

	Recommendation
Mutual Ownership	Support demand in Southern contexts based on previous planning through for example joint proposal writing. Engage in open and transparent discussion with the DoES and the HEA regarding Irish Aid ownership from the outset. Ensure the autonomous participation of Southern institutions and lecturers in decision making processes. Support Irish institutions in enabling a balanced Southern ministerial role based on local contexts and needs. Support Irish institutions in gaining nuanced understandings of Southern contexts through discussions and meetings.

Mutual Ownership	An emphasis on proposals which are written and submitted with Southern partners.
Mutual Accountability & Transparency	Facilitate Northern and Southern administrative and managerial positions based on the needs, capacity and resources of all partners. Provide support for administrative and managerial capacity development in the South. Identify potential obstructions and support from the outset. Support Northern and Southern institutions in devising and implementing transparent and fair budgets. Identify consequences for non-adherence to budget frameworks from the outset. The dissemination of clearly defined and accessible aid anti-corruption policies. An emphasis on clarity concerning the responsibilities, contributions and remunerations for all partners. Facilitate the devolvement of legal and financial affairs to Southern institutions. Stonger involvment of Irish Embassies facilitating the inclusion of informed Irish and local contacts in supporting Southern and Northern partners as based on existing capacities and resources.
Mutual Capacity Development	Recognise and accept the development agendas of Irish institutions in furthering a professional and partnership model. Support a focus on the common goal of teacher education development, North and South, in tandem with proverty reduction in the South. Support the construction of formal mechanisms to identify learning in a Northern context.

Mutual Capacity Development	Emphasise and support the construction of fair and appropriate monitoring and evaluation mechanisms in ensuring balanced outcomes and accountability in this regard.

Table 6.2: Recommendations; African Country Government Departments

	Recommendation
Mutual Ownership	Engage with Irish Aid in supporting emergence in local contexts through previous planning and the participation of key committed individuals. Clarify contributions, financial or otherwise. Support the autonomous participation of institutions and lecturers in decision making processes. Transparently negotiate a ministerial role based on local contexts and needs. Identify the relevance of policy concerns from the outset. Facilitate a fair representation of Northern and Southern managerial positions based on needs, capacity and resources.
Mutual Accountability & Transparency	Clearly identify administrative and managerial capacity and resource needs. Transparently negotiate budgets with Irish Aid and Irish institutions from the outset. Clearly identify the space for flexibility. The existence of clearly defined and accessible aid anti-corruption policies. Aknowledgement of Southern contributions, financial or otherwise. An emphasis on clarity concerning the responsibilities, contributions and remunerations for all partners. Identify strategies for the devolvement of legal and financial affairs to Southern institutions.

Mutual Accountability & Transparency	Clarify strategies and capacity in this respect.
Mutual Capacity Development	Demand clarity and transparency concerning the agenas and needs of Irish partners. Support a focus on the common goal of teacher education development, North and South, in tandem with poverty reduction in the South. Demand the construction of formal mechanisms identifying learning in a Northern context. Emphasise and support the construction of fair and appropriate monitoring and evaluation mechanisms in ensuring balanced outcomes, responsibilities and accountability in this regard.

Table 6.3: Recommendations; HEA and DoES

	Recommendation
Mutual Ownership	Facilitate an intelligent and nuanced understanding of local political, economic and social contexts through stronger engagement with Irish Aid. Engage in open and transparent discussion with Irish Aid concerning DoES and HEA ownership from the outset. Address the autonomous participation of Southern institutions and lecturers in decision making processes. Facilitate a fair representation of Northern and Southern managerial positions based on capacity and resources.
Mutual Accountability & Transparency	Collaborate and negotiate a more representative role for Irish Aid on managerial committees. Prioritise an equal representation of Southern partners on management committees.

Mutual Accountability & Transparency	Enable inclusive participation through meetings in the South, technology etc. An emphasis on clarity concerning the responsibilities, contributions and remunerations for all partners. Incorporate the devolvement of legal and financial affairs to Southern institutions. Debate aid anti-corruption policies with Irish Aid from the outset.
Mutual Capacity Development	Transparency concerning the agendas agendas and needs of all partners. Consider a movement away from aid based relationships. Research the activities and experiences of European and US based higher education institutions engaging in the creation of joint modules and franchises. Support a focus on the common goal of teacher education development, North and South, in tandem with proverty reduction in the South. Support the construction of formal mechanisms for identifying learning in a Northern context. Emphasise and support the construction of fair and appropriate monitoring and evaluation mechanisms in ensuring balanced outcomes, responsibilities and accountability in this regard.

Table 6.4: Recommendations; Irish Institutions

	Recommendation
Mutual Ownership	Locate a balanced ministerial role in African country contexts in conjunction with Irish Aid and based on local contexts and needs. Facilitate an intelligent and nuanced understanding of local political, economic and social contexts.

Mutual Ownership	Make use of any local key contacts. An understanding of levels of aid dependence figures in Southern countries. Compromise in negotiating objectives. Proposals are written and submitted with Southern partners. Engage with Irish Aid in understanding dominant interest groups and agendas in the South. Nourish and sustain existing key contacts. An informed understanding of national and local level planning
Mutual Accountability & Transparency	Negotiate a fair representation of Northern and Southern positions based on capacity and resources. Be prepared to relinquish control and compromise based on outcomes for all partners. Engage with Irish aid in providing administrative and managerial capacity development in the South. Identify potential obstructions and support from the outset. Ensure that positions are filled based on criteria including inter-personal attributes, experience and leadership skills; criteria collaboratovely devised with Southern institutions. Collaborate with Irish Aid and Southern institutions in devising and implementing transparent and fair budgets. Clearly identify the budgetary needs of the institution with respect to the partnership and the role of the institution in the disbursement of funding. An emphasis on clarity concerning the responsibilities, contributions and remunerations for all partners. Incorporate the devolvement of legal and financial affairs to Southern institutions.
Mutual Capacity Development	Clearly outline all professional development agendas and needs.

Mutual Capacity Development	Consider a movement away from aid based relationships. Research the activities and experiences of European and US based higher education institutions engaging in the creation of joint modules and franchises.
	Support a focus on the common goal of teacher education development, North and South, in tandem with proverty reduction in the South.
	Devise formal mechanisms for identifying learning in a Northern context, in collaboration with Northern partners.
	In collaboration with Southern partners, devise fair and appropriate monitoring and evaluation mechanisms in ensuring balanced outcomes and clearly identifying responsibilities and accountability in this regard.
	Address capacity, time and resource constraints with respect to academic publications from the outset.

Table 6.5: Recommendations; African Country Institutions

	Recommendation
Mutual Ownership	Facilitate the more voluntary participation of lecturers. Compromise in negotiating objectives. Proposals are written and submitted with Northern partners.
Mutual Accountability & Transparency	Negotiate a fair representation of Northern and Southern positions based on capacity and resources. Clearly identify administrative and managerial capacity and resource needs. Ensure that positions are filled based on criteria including inter-personal attributes, experience and leadership skills; criteria collaboratovely devised with Northern institutions.

Mutual Accountability & Transparency	Clearly identify the budgetary needs of the institution with respect to the partnership, and the role, strategies and capacity of the institution in the disbursement of funding. Collaborate with the ministry in this regard. An emphasis on clarity concerning the responsibilities, contributions and remunerations for all partners.
Mutual Capacity Development	Demand clarity and transparency concerning the agendas and needs of all partners. Support a focus on the common goal of teacher education development, North and South, in tandem with proverty reduction in the South. Devise formal mechanisms for identifying learning in a Northern context, in collaboration with Northern partners. In collaboration with Northern partners, devise fair and appropriate monitoring and evaluation mechanisms in ensuring balanced outcomes and clearly identifying responsibilities and accountability in this regard. Address capacity, time and resource constraints with respect to academic publications from the outset.

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Appendices

Appendix 1: Programmes which received funding under the PSC, 2007, 2008 and 2012

Round 1: 2007

Research and Teaching Programmes	Funding allocation
The Irish-African Partnership for Research Capacity Building (Centre for Cross Border Studies)	€1,500,000
Centre for Global Development through Education (Mary Immaculate College, Limerick	€1.430,000
Combat Diseases of Poverty Consortium (NUI Maynooth)	€1,400,000
Connecting Health Research in Africa and Ireland Consortium (Royal College of Surgeons in Ireland)	€1,480,000
International Development Studies Initiative (University College Dublin)	€1,500,000

Round 2: 2008

Organisation	Funding allocation
Mozambique Eyecare Project (Dublin Institute of Technology)	€1,490,000
Water is Life (Dundalk Institute of Technology)	€1,500,000
Doctoral Training for Development (Trinity College Dublin)	€1,500,000

Round 3: 2012

Organisation	Funding allocation
Digital Media in Zambia (Ballyfermot College of Further Education)	€195,780
Transformative Engagement Network on Hunger (NUI, Maynooth)	€653,016
Human Resources for Eye Health for Africa (Dublin Institute of Technology)	€458,022
Community Systems Strengthening (Royal College of Surgeons in Ireland)	€898,776
Ugandan-Irish HIV/Nutrition Research Cluster (Trinity College, Dublin)	€1,082,546
Agriculture for better Nutrition in Ethiopia and Tanzania (University College, Cork)	€934,431
Public administration systems and effective HIV/AIDS policies (University of Limerick)	€578,784

Source: Irish Aid, 2015. Programme for Strategic Cooperation. Ireland: Department of Foreign Affairs and Trade. [Online]. [Accessed 2 September 2014]. https://www.irishaid.ie/what-we-do/how-our-aid-works/research/programme-for-strategic-cooperation/

Appendix 2: Institutional Mission Statements

<u>Mary Immaculate College</u>

MISSION STATEMENT

Mary Immaculate College, Limerick, founded in 1898, is a third level Catholic College of Education and the Liberal Arts.

The College community promotes excellence in teaching, learning and research at undergraduate and postgraduate levels. It seeks to foster the intellectual, spiritual, personal and professional development of students within a supportive and challenging environment that guarantees the intellectual freedom of staff and students.

In particular, the College seeks to foster in its students a spirit of justice and compassion in the service of others, together with an openness to the religious tradition and values of each individual.

The College promotes a sense of identity enriched by an awareness of its Catholic tradition, the cultures, languages and traditions of Ireland, and its special commitment to the Irish language.

Mary Immaculate College respects cultural diversity. It strives to promote equity in society and to provide an environment where all have freedom and opportunity to achieve their full potential.

Source: Mary Immaculate College, 2015. Mission Statement. Limerick:Ireland. [Online]. [Accessed 12 September 2015]. http://www.mic.ul.ie/welcome/Pages/missionstatement.aspx

St. Patricks College

Mission

The mission of St Patrick's College is in teacher education across the continuum, and in the humanities. We espouse the importance of education as a humanising, transforming and holistic practice. A publicly funded higher education institution in the Catholic tradition, the College is inclusive, welcoming and respectful of those of all religious and secular traditions. We seek to create a community of learning which achieves excellence in teaching, research and community engagement, while cherishing diversity, promoting equity, and fostering Irish language, culture and heritage.

Source: St. Patrick's College, 2015. Mission. Dublin: Ireland. [Online]. [Accessed 22 September 2015]. http://www.spd.dcu.ie/site/about/mission.shtml

Marino Institute of Education

Mission Statement

Inspired by the Christian vision, Marino Institute of Education is a teaching and learning community committed to promoting inclusion, quality and excellence in education. The dignity and potential of each person is central to our life, work and service.

We realise our mission by providing a quality lifetime approach to teacher education that promotes reflective practice and on-going teacher renewal. The Institute offers innovative and resourceful courses, programmes and experiences to schools and local communities. Original research projects, which respond to existing and emerging needs, are undertaken. We are dedicated to providing the highest of standards in our facilities and services.

The Institute is committed to:

- The person and values of Edmund Rice, in particular his vision of an inclusive and liberating education
- The development of the student as a caring and passionate professional

- Cherishing our Irish cultural and linguistic traditions while being members of the global community

- A working environment of mutual respect, open communication and accountability, effective leadership and collaboration.

Source: Marino Institute of Education, 2015. Mission Statement. Dublin: Ireland. [Online]. [Accessed 3 September 2015]. http://www.mie.ie/About-MIE/Mission-Statement.aspx

St. Angelas College

Mission Statement

St. Angela's College, Sligo, is a College of the National University of Ireland, Galway, with courses validated through NUI Galway. It is a Catholic College founded by the Ursuline Congregation in 1952. The College is located in Co. Sligo, Ireland.

We provide undergraduate and postgraduate programmes for a range of professional roles in education and health care. We also provide specialised undergraduate programmes in the areas of the humanities and the social sciences. We seek to serve the needs of the regional, national and international community through education, applied research and consultancy.

Our educational philosophy is to develop the full potential of our students by responding to their personal, academic and professional needs. This philosophy aims to empower students as reflective learners. We are committed to excellence in education, to innovative practice and to the concept of lifelong learning.

We promote a just, participative, inclusive and non-discriminatory community environment for staff and students. We uphold the values of social justice, equality, respect for diversity and care for the natural environment.

Source: St. Angelas College, 2015. Mission Statement. Sligo:Ireland. [Online]. [Accessed 4 September 2015]. http://www.stangelas.nuigalway.ie/departments/details.php?dept=College%20Information& &info=College%20Mission%20Statement

Church of Ireland College of Education (CICE)

A Mission Statement was unavailable for Church of Ireland College of Education (CICE). However, the following historical information is relevant:

The Church of Ireland College of Education is one of the oldest teacher training colleges in Ireland. Founded in 1811, it traces its origins to the Kildare Place Society Training Institution. This society, the full name of which was the Society for Promoting the Education of the Poor in Ireland, was a pioneer non-denominational organization which supplied grants to schools, published schoolbooks and trained teachers in its model schools in Kildare Place in Dublin, in the years before the establishment of the national school system in 1831.

In 1855 the training institution was taken over by the Church Education Society of the Church of Ireland, which trained teachers for Church of Ireland parish schools. In1884 the college became a national teacher training college, supported by government grants, and training teachers for Church of Ireland national schools. The college flourished under the leadership of the principal, Canon H. Kingsmill Moore (1884-1927) and the students, both men and women from all parts of Ireland, undertook a two-year initial training course. The buildings in Kildare Place were extended and the model schools at the rear, where the students had their practical training, became well known for their high standard of education.

However in 1922, with the political partition of Ireland, the Church of Ireland Training College lost its northern students and became a much smaller college, serving the Protestant community in the Irish Free State. The Irish language became a core part of the teacher-training course and many students at the college came from the all-Irish Church of Ireland Preparatory College, Coláiste Moibhí, founded in 1926.

By the 1960s the old buildings in Kildare Place were out-dated and cramped, so the college moved in1969 to a new site in Rathmines. New students' residence, teaching, block, library, swimming pool, chapel, model school and principal's residence were built. In 1975 the new Bachelor in Education three-year degree course for primary teachers was introduced in association with the University of Dublin, Trinity College, and the numbers of students increased.

Source: CICE, 2015. CICE History. Dublin:Ireland. [Online].   [Accessed 14 September 2015].
http://www.cice.ie/AboutCICE/History.aspx

Appendix 3: Informed Consent Form

Dear Participant,

Thank you for your participation in this research study entitled: **'An Exploration and Evaluation of Partnership as a Tool in Teacher Education Development Cooperation'.** This form has been devised in order to confirm the following information

- That you have read and understood the participant information form
- That you understand what the project is about and what the results will be used for
- That you are fully aware of all the procedures that you will be involved in, and of any risks and benefits associated with the study
- That your participation is entirely voluntary
- That you are free to refuse to answer and question at any stage of the process
- That you are free to withdraw from the interview or focus group discussions at any stage
- That you are aware that data gathered will be kept confidential.

If you understand and accept the conditions under which your input will be incorporated in to this research project, as outlined in the participant information sheet and informed consent form, I would appreciate if you could sign this form to indicate your consent

Signed _____ Printed_____

Date _____

Appendix 4: Participant Information Sheet

Dear Participant,

Thank you for your participation in this research project. The title of this research project is **'An Exploration and Evaluation of Partnership as a Tool in Teacher Education Development Cooperation'**. The principal question guiding this research is: 'What is the nature and impact of partnership as a tool in teacher education development cooperation?' It will explore key themes in relation to partnership, including the meaning of partnership and its underlying principles, and key issues including ownership, inequality, empowerment, and capacity building. The sites which have been selected are ZITEP and the CGDE. These sites were selected because of their focus on partnership as a tool in achieving teacher education development in African countries including Lesotho, Uganda and Zambia. Funding for this research was provided by [the overseas development department] and the [education support body], and administered through [case study two]. The principal researcher is Fiona Baily, a Doctoral student with the Department of Education, Mary Immaculate College (MIC), Limerick. Dr. Anne Dolan, MIC and Professor Peadar Kirby, University of Limerick supervise the research.

Global and development issues have become very relevant to the work of many Irish Higher Education Institutions. This is highlighted by the 'Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes 2007 – 2011'. The data gathered throughout this research process will be used to inform and support the future development of Global North-South partnership collaborations within higher education, more specifically within teacher education institutions. It will also contribute towards the objectives of Irish Aid and the Higher Education Authority, Ireland. The information gathered will be presented in a final PhD report format, it will be published in the relevant development studies, education and teacher education journals and will be presented as a paper at development and education conferences.

I would like to request that research participants would be available to give approximately one hour of their time for semi-structured interviews to be conducted by the principal researcher. These interviews will be held at locations suitable for research participants.

I would like to confirm that your participation in interviews and focus group discussions

- Is entirely voluntary.
- You are free to refuse to answer and question at any stage of the process.
- You are free to withdraw from the interview or focus group discussions at any stage.

The contents of interviews and focus group discussions will be kept strictly confidential and anonymous. Under no circumstances will names or any identifying characteristics be included in final reports, publications and papers. I would like to record interviews and focus group discussions, and request your permission to do so. The purpose of the recordings is to ensure that I am presenting an accurate and honest account of your views and opinions. Any references to your name or any other identifying characteristics will be deleted from the interview transcript. If you require, I will provide you with a copy of the transcript so as to allow you to address any concerns you have arising from your participation this research process. Any tape recording will be destroyed on transcription.

In order to ensure that data are stored and retrieved in a secure format, the researcher will work with Information Technology professionals from MIC, to identify the necessary computer software required. The collection, storage and use of data will comply with current Irish Data Protection legislation. MIC will have sole custody of data and the principal researcher will have sole access to data. Data will be held for a maximum of three years following the completion of the research project.

Should you require any additional information, please do not hesitate to contact me at:
Fiona Baily,
Post Graduate Department,
Mary Immaculate College,
South Circular Road,
Limerick City.
Tel: 087 1260183

Email: Fiona.baily@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact:

MIREC Administrator
Mary Immaculate College
South Circular Road
Limerick
061-204515
mirec@mic.ul.ie

Appendix 5: Interview Topics

Section 1: Origins

Motivation

- How did you become involved in the partnership?
- What were your needs, how did you feel that you would benefit?
- How do you see this programme as being beneficial to education institutions in the South and North?

Selecting partners

- How would you describe the ethos and values of your institution?
- What is your vision regarding the goals of development and education?
- Do you feel that your partners share similar visions and values?

Commitment

- Was there a broad base of support for the partnership?
- What reservations/concerns if any were expressed?
- How were staff chosen to get involved in the partnership?
- Do you feel that your role and responsibilities within the partnership were related to your strengths?

Section 2: Defining Partnership

- How would you define partnership? How would you describe your ideal partnership?
- Do you feel that your partners share a similar vision of partnership and its underlying principles?
- Do you feel that partnership accurately reflects the nature of relationships?
- Who do you consider to be partners? Do different partners play different roles?

- Can you consult documents that clearly outline what the partnership is, its principles and objectives etc.?
- Have you a clear understanding of what the objectives of the partnership are?

Previous Experiences

- Have you had previous experiences of partnerships with Northern\Southern institutions?
- If so, does this partnership approach differ from previous or current experiences?

Section 3: The Development and Management of Partnership

Shared Ownership/Autonomy

- Do you feel that your institutions identity, vision and mission is recognised and reflected in this partnership?
- Do you feel that the work of the partnership is relevant to the long term plans of your institution?

Decision Making

- Do you have a decision making role in the partnership?
- What are your opinions regarding the availability of opportunities for consultation, and discussion prior to decision making?
- Are there any challenges to your active participation in decision making?
- Are decision making processes clear, open and transparent?
- Would you like to improve decision making in any way?

Trust

- Do you feel that there is a good level of trust amongst partners?
- How do you feel that trust in a partnership is developed and managed?

Communication

- Do you feel that communication and reporting processes are effective clear, open and transparent?
- What are the challenges to effective communication and reporting processes?
- How are any disputes or conflicts addressed?
- Can all partners communicate freely and openly?

Section 4: Mutual Benefits/Capacity Development

- What strengths, skills and expertise does your institution bring to this partnership?
- Do you feel that your expertise and experience is recognised?
- In what ways do you feel that your partners benefit and learn from the strengths that your institution and staff bring to the partnership?
- What skills and expertise did partners bring that you were looking to benefit from?
- What aspects of capacity development are emphasised within this partnership, for example leadership, technological capacity? Can you give examples?
- How do capacity development initiatives build upon existing strengths and abilities?
- How have partners engaged in capacity development activities, for example through shared learning initiatives, expert instruction, learning forums, joint publications and research can you give examples?
- How have you applied the learning developed from engaging in this partnership?
- Have you been able to improve your own teaching as a result?
- How do you feel that staff who have not travelled have benefitted as a result?
- Are partners open and transparent about how they benefit?
- How do you feel that imbalances and unequal access to resources and knowledge impacts on relationships?
- Do you feel that all partners depend on learning from this partnership in the same way?

Understanding each Partner's Cultural and Working Environment

- Have you had an opportunity to learn about the political, social, economic and cultural context of teacher education in the North\South?

- How have culture and language impacted upon the partnership?

- Do you feel that partners recognise and understand the constraints and challenges that you are facing as teacher education institution today? Are partners supportive of the challenges you are facing?

Monitoring and Evaluation

- How has the partnership been monitored and evaluated?

- Do you feel such procedures to be relevant and effective?

- Would you change anything about them?

Conclude

Is there anything else you would like to add?

Appendix 6: Interview Summary

Interview: Jackie, Irish Aid, Zambia. May, 2011.

Abbreviations:

CoE: College of Education

CPD: Continuing Professional Development

[ODA]:   Overseas Development Agency

HQ: Headquarters

JAICA: Japan International Cooperation Department

MoE: Ministry of Education, Science, Vocational Training and Early Education

MoU: Memorandum of Understanding

Interviewer: First of all I would like to thank you very much for agreeing to participate in this interview this morning, it is much appreciated.

Jackie: You are welcome.

Interviewer: I would like to confirm that you have read the participant information sheet, and that you have signed the consent form?

Jackie: I have.

Interviewer: Maybe I can get straight in to talking about [case study one] (we had already talked a little about Jackie's professional role and responsibilities, prior to recording).

Interviewer: Could you explain the origins of ZITEP? How did you first become aware of ZITEP?

Jackie: I became aware of ZITEP because of my work as an education consultant with Irish Aid in Zambia.

My understanding is that ZITEP arose out of the visit of the education minister of Ireland....result of an agreement between the two ministers...to start up a project in the context of teacher education....I need to stress that the Irish Aid, Zambia, initially,was not actually involved in the development of the project...it was essentially between the MoE in Zambia and Irish Aidat HQ...........

Interviewer: Between the MoE and [Institution B]?

Jackie: At HQ, in Ireland, before they moved to Dublin, to be quite honest the impression I was given was that Irish Aid, Zambia was a bit embarrased of this development...because it was outside the context of what was being attempted in the sector..that is to try to avoid standalone projects, gradually however, the Irish Aid, Zambia became involved.

Interviewer: So, initially it was due to a visit from a Irish minister, and they worked on setting this up together with the minister in Zambia ?

Jackie: The idea grew out of the visit.....HQ engaged consultants to work with the ministry to actually develop the concept in to an actual project.

Interviewer: Irish Aid, Zambia felt that it was out of touch with the approach to educational development here in Zambia ?

Jackie: The project approach...in the manner in which it was handled...

Interviewer: Rathered a more integrated approach; with what was already going on?

Jackie: Should have began out of policy dialogue in Zambia, rather than flying in from outside.

Interviewer: How do you feel that this start impacted the direction of the project? The challenges as a result?

Jackie: It meant setting up structures here to accomodate the project....and I would say that initially there was difficulties actually in integrating it in to what was happening here in teacher education…..in 2007 the MoE [in Zambia] took a number of decisions concerning teacher eduction....setting up something like what ZITEP has come to be, was not part of what was being envisaged by the ministry......in a sense although the visit of the Irish minister was early 2007.....looking at the documentation of the ministry's [in Zambia] workshop at the end of that year, I did not feel that there was any attempt to try and accomodate this, because at that time the project was being developed...being developed as a seperate kind of undertaking....not really part of the ministry's overall plan.....for teacher education......this is not to say that the project was completly outside what the minister wanted....generally the ministry wants to enhance teacher education, it was just that…….more the approach which was not envisaged.

Interviewer: Did this detract from ownership on the Zambian side?

Jackie: ...not in the ministry's plans......yes regarding their vision for teacher education ……..but not regarding their actual plans.

Interviewer: Were you involved, or do you know how the needs of the teacher education institutions here were determined in relation to ZITEP?

Jackie: When you say you, if you mean Irish Aid, Zambia then no, we were not involved, because when it came time to actually begin to flesh out the project, HQ employed two Irish consultants to work with the ministry. Irish Aid, Zambia was kept informed but not involved in those discussions. The first meeting I attended in February 2008...essentially [it was] a meeting of the two Zambian colleges of education at MoE. I was invited to be an observer…..as an ear for Irish Aid, Zambia

Interviewer: Should Irish Aid, Zambia have been more involved?

Jackie: Yes, I think so.

Interviewer: Why?

Jackie: The position really was that, how can I put it...initially there was resistance from Irish Aid, Zambia to get involved.....that resistance was worn down when it became clear that this project was going to be put in place, Irish Aid, Zambia had no choice to get involved, go ahead……..initially my Terms of Reference for ZITEP was that once ZITEP was established as a project, I would participate in the quarterly meetings of the joint steering committee...it didn't work out like that in the end....

Interviewer: Why?

Jackie: Well, because from very early in in 2008, difficulties began to emerge between what had been presented by the consultants report regarding what should happen, and what the institutions and the ministry headquarters felt should happen...because Irish Aid, Zambia was the representative in Zambia ...my involvement meant that I had to try to bring to the table what the Irish Aid position was at the meetings...my participation became....needed more and more frequent participation.

Interviewer: Why was that?

Jackie: In February, 2008 meeting……..clear that there were a number of major disagreements as to how the project should run.

Interviewer: Disagreements regarding what had been agreed in the consultant's report and what the institutions and ministry wanted?

Jackie: Of course this was before the project started even running...difficulty in actually getting the project document agreed…..Zambian side had issues which they felt that could not be addressed through email.

Interviewer: What were those issues?

Jackie: Even issues like the structure, what should be the structure of this project, what should be....personnel positions, right down to the titles of the coordinators. I'll give you an example, the initial indication was that there would be a coordinator and an assistant coordinator, that was disputed...then both lead coordinators...and more recently that the Zambian coordinator would be called the national coordinator.   Issues like.....how many visits...lots of details were coming up…when I came in, initially I was given the impression that all these things had been agreed, until that meeting Febuary 2008 meeting. One person was at that meeting who was involved as an initial consultant, a Zambian consultant, [name]....had worked with the two Irish consultants....[so] was able to clarify a number issues, but that still did not clear all of the issues being raised by the Zambian side.

As a result, because of perhaps impatience with delays, St. Patricks, through [college director] actually decided to invite the Zambian team,which I joined, to go to Ireland......to resolve major issues…..because the team couldn't travel for just that one meeting, this team visited all five Irish colleges to try to get an understanding of what was happening in teacher education in IrishInstitutions, this trip was very useful in allowing us to reach agreement on quite a number of contentious issues....that was April, 2008.

There were some lingering issues...typical of what happens when a particular person from the ministry is involved, and when that person reports back, perhaps there is not complete satisfaction with the resolutions……but the bottom line was that it was agreed to move forward, to actually have a signed MoU between the three parties: MoE, Zambia, Irish Aid, Ireland and MoE, Ireland ……

Interviewer: They were the major three parties?

Jackie: Notice that in the MoU, Irish Aid, Ireland was not involved in this signature.

Interviewer: So, very briefly, regarding the origins, it was a challenging start because it came from the ministry in Ireland....not as linked in with MoE strategic plans.......even though it was in terms of mission......less so in relation to written plans and policies already decided?

Jackie: In addition, it was not in line**...**not linked in with how the donor community wanted to proceed, with principles such as for example alignment, harmonisation and so on.

Interviewer: Again, would you have any knowledge regarding the needs of the ministry, the institutions....do you have any ideas or opinions as to what those needs were, and was it possible to meet those needs through engaging with [Northern Educational Institution] ?

Jackie: Broadly speaking....accept that there was an issue about enhancing the pedagogical skills of teachers through the teacher education colleges....[agree with the] broad vision, there wasn't any discrepancy, it was the how....

Interviewer: What did you think that the needs of Irish Institutions and educators could be, that would be met by becoming part of this?

Jackie: Some of the needs that were identified, from reading the consultant's report...situation in Ireland of having so many immigrants, they need to address this multi-lingual situation and there was a feeling that the institutions could learn from Zambia's multi-lingual situation and how Zambia has dealt with that....overall the understanding was that this project was meant to benefit Zambian rather more than the Irish institutions……there was a feeling that some of what the Irish institutions would learn perhaps could be identified along the way.

Interviewer: Primary focus is on Zambian teacher education institutions?

Jackie: Irish Aid funding is not intended for the colleges in Ireland, all Irish Aid funding is for programme countries…….not Ireland....the MoE, Ireland's mandate is for Irish colleges

Interviewer: However, if it is to be genuine partnership should there not be mutual benefits, not just a focus on benefits for Ireland? What is your opinion? Do you need a focus on both countries?

Jackie: You need to benefit both but we must be realistic, we are not talking about institutions which are on the same level in terms of needs....some cynics might think that perhaps the benefits to IrishInstitutions.........are just being pushed because it is a partnership and a partnership states that there must be benefits to all……even though...but it is difficult to identify as many benefits for the Irishinstitutions as it is for Zambia .

I remember at that first meeting, I remember lots of discussion by the Zambian team, saying: 'look this should not be presented as something that is only of benefit to Zambian institutions....the Irish institutions will also benefit....but then during the discussion...people were hard pushed to identify what benefits to the Irish partners would be....as if they had been reading the consultant's report.....but then they had difficulty identifying these benefits.

Interviewer: If you do focus on benefits to Ireland then perhaps it encourages you to acknowledge the strengths that the Zambian side are bringing, to value more what the Zambian side will bring?

Jackie: Absolutely, in international relations we do not focus enough on these strengths……. as though they have no strengths……I can't say how many of those strengths have been identified.....usefull to look through the reports from the visits.

Interviewer: Would a focus on Irish lecturers, formally acknowledging what they have learned, and how they are implementing what they have learned be usefull?

Jackie: Irish Aid is insisting that the budget should have enough provision for documenting lesson learning on both sides, there was a feeling that had not been done much until now, I noticed glimpes of the Irish lecturers talking about what they have learned......that needs to be fleshed out a bit more...

Interviewer: Is it a good idea to be transparent and open regarding Irish benefits.....Do we need transparency concerning benefits to Ireland in terms of international linkages and building research skills....Irish staff development?

Jackie: Its good that the research will actually be conducted collaboratively………these issues are becoming clearer now than they were at the begining.....More transparency now

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regarding how Irish lecturers are benefitting, for example papers will be written, their international experience, that was not there at the begining.

Interviewer: Southern lecturers have been suggesting that there are disparities concerning qualifications, which in some cases inhibit Zambian participation due to feelings of intimidation.

Jackie: That's why we must focus on Zambian lecturers strengths, to limit any feelings of inferiority, intimidation. Especially for the Zambian side. Many of the challenges are due to bureaucratic issues at HQ (the Zambian MoE) here, when you have a chance to get the institutions together that works out very well…….

Interviewer: What challenges at HQ?

Jackie: Not to cast blame....the reality which became more apparent after the project began......that the institutional set ups are quite different for Irish and Zambian Institutions……..the Irish Institutions are more or less autonomous, the institutions here are not, Zambian ones are not, they are part of the structure, linked to structures which are quite bureaucratic....perhaps in the project design this was not quite understood...to take this into acount.....a limit to how much the institutions in Zambia could do on their own, in terms of decisions, the decisions had to be channeled through the structures.....through the ministerial HQ, the HQ made the final decisions....right down to which lecturers travelled to Ireland……Even for the MoU....Irish institutions were able to individually sign or not sign but.....for example Irish institutions for instance....the point I'm making is that the Irish institutions were able to take the decision as to whether or not to sign up to ZITEP.....in Zambia that decision was taken by the Permanent Secretary (PS), after which the MoU had to be forwarded to the Ministry of Justice for review and for authorisation.....that caused some delays....in terms of practical issues, for instance the flow of funds, that also became an issue...because the PS was a signatory the money had to come in to the MoE first, and the money was held up for weeks and weeks....before it could be used.......

Interviewer: How were the institutions chosen?

Jackie: That was part of the consultancy, clearly there was some discussion which led to that..I don't have the details....when you look at the consultant's report you will see some reasons, which are given....that was not even the best choice....for instance.....agreed to have one better placed institution and another not so well placed in terms of their capacity......

Interviewer: Is partnership easier to implement when all of the partners are at the same level in terms of capacity, not a huge disparity.....was this the case here?

Jackie: It depends on what the intention was....depends on the rationale of the programme. If the rationale is one of enhancing...of course it is going to be easier to take the two institutions who are both well capacitated....from the Zambian side that might not meet the objectives.....the idea...before the role out....get lessons from both types of institutions, those ones that are well capacitated and ones that are not.....I would support that kind of approach, rather than where both institutions are the same...this approach has been taken by other projects in Zambia ...for example a JAICA project…..focusing on lesson study, CPD, science and mathematics, we began with a pilot in central province...in phase 2, we deliberately took a province which was large from the [urban area] and one which is largely rural, North Western...lessons from both situations, so that there would be more learning. Could have talken one from Lusaka, it would have made our life easier! so that there would be more learning.

Interviewer: With respect to partnership, and the ethos and values of institutions both North and South, and South-South, are they similar?

Jackie: I can talk more about the two institutions in Zambia. In Zambia we have state and private institutions, Charles Lwanga is a missionary institution...and the other is a government institution, there was some difference in ethos...I can bring that down to work culture...generally speaking government institutions tend not to be as well managed, as, if you like, the private sector and church run institutions……

Interviewer: Has that been difficult, or is it a good thing to bring different types of institutions together, even though their ethos differs?

Jackie: The MoE, [Zambia] approach is that everything in the sector must be based on some kind of partnership, but the reality is that the MoE has to deal with all types of institutions, whether they are government or not...therefore designing a project with two similar institutions would not fit the reality of what the ministry has to deal with , the ministry has to deal with missionary and private....in Zambia we are dealing with...the majority of the institutions are government institutions...you have to deal with the government in these partnerships.

Interviewer: In your opinion what is partnership? What is a good partnership?

Jackie: A partnership, in my view, should have a common purpose, a common understanding of what the issues to be addressed are.....those two are very important....if you have a common purpose and a common understanding of what the issues are, then you are off to a good start

Interviewer: Did partners have these common understandings? With respect to similar understandings of development and educational development?

Jackie: Outside of the ZITEP context……as I don't have much experience with the institutions in this programme...my understanding of this issue is, of what is happening in Zambia...I don't think think that when you go to the institutions there has been that much discussion on these issues, development issues and so on, more of a technical approach to churning out teachers who can deliver a pre-determined curriculum...have to accept that the situation in Zambia ...the differences between the status of teachers in Ireland or Zambia ...before independence, teaching was, in terms of ranking, teaching was the second most sought after profession, after mining. After independence, the people who are going in to teaching, are not people who are going in with a passion, they go in to teaching because they couldn't get their first or second choice...leave education before they finish their first degree....don't have a situation where you have people in the profession who are enthusiastic about what education should be doing. Its a personal impression, I might be wrong.

Interviewer: Moving back to partnership, do you think that the partnership in ZITEP reflects a partnership model, are we moving away from donors and recipients to partners?

Jackie: They are partners because they are under a partnership structure! Is everyone a partner?! On the Zambian side between the MoE and the institutions, there is some tension between the MoE and the institutions, there has been tension about what should be happening in this partnership. For instance there has been a problem, in my view, with the people in HQ (MoE, Zambia), focusing on what this partnership was set up for......more interested in issues of power, procedures etc......which instead of facilitating the partnership, has in some respects worked towards frustrating the partnership. I'm not sure what the mid-term review report has pushed for, to happen, if there is to be a phase two.....judging from the meetings...at a distance, I got the impression that Irish lecturers who had gotten involved, had a fairly common acceptance that they were going into a partnership. I don't get that impression from the Zambian side, perhaps because of the way it was set up.

Also, this might be an unfair comment, but I have to make it all the same...starting from February, 2008, for some of the lecturers from the Zambian institutions, perhaps the interest was is in getting exposure outside the country rather than what this project is meant to be dealing with....I don't have the real hard evidence. I see this partnership as an evolving partnership...after one year of the partnership operating, I have seen from the discussion that some lecturers in Zambia are begining to understand what this partnership is about. This might be because of our experiences in Zambia , our long experiences of projects, for some this was just seen as yet another project rather than a partnership with like minded colleagues in another country.

Interviewer: Did people have different visions of partnership? Can you explain this at the begining or do you learn as you go?

Jackie: I must confess, since my involvement, maybe this was done before 2008, I didn't come across this explanation at the begining, what exactly a partnerships is, I'm not saying that this didn't happen.

Interviewer: That partnership is defined, its principles outlined at the begining?

Jackie: I didn't come across that, I ask myself who would have explained these principles? Is is the principals in the institutions? It is quite well defined in the documents, but my impressions, at the experience of the meetings, partly because of staff turnover, there was not a good grasp of what was in these project documents.

Interviewer: Was there a lot of people involved in this partnership process?

Jackie: Even at HQ and also in the institutions, with one exception, I think for Kitwe College of Education...my understanding is that it was vice principals that were involved in a lot of the discussions....for Charles Lwanga, [name of college director] [they were] the vice principal when these partnership discussions started.....then [they] became the principal...has a better understanding, than what would have been the case in Kitwe

My first visit to Kitwe was in January 2009....a sudden trip, [Coordinator A] was appointed in October, came to Zambia in January...had a meeting with the three of us (names the three participants in the meeting)....after this discussion, I had no choice but to accompany [Coordinator A] and [Coordinator B] to Kitwe. The point I'm making, my visit to Kitwe, I got the impression that the Kitwe principal for instance, knew hardly anything about the partnership, it was the vice principal (who was initially involved)......did not know anything about the partnership, was not involved in any initial discussions...was unaware of what the partnership was about.

Interviewer: In terms of Irish partners having an understanding of Zambian contexts, was this strong? How much information did Irish institutions have of teacher education in Zambia ?

Jackie: I don't know for instance, how much information about teacher education in a Zambian context was also given to Irish institutions, how much information did the Irish institutions have. When I look at the activities after the partnership started, I don't recall seeing much space for an understanding of teacher education and cultures in both countries, it isn't something that you get to deal with in one sitting.

The issue of the working culture also affected the understanding…..on the Zambian side…..of what a coordinator should be able to do and shouldn't be able to do, and what a management committee's (MC) responsibilities and powers are, this became an issue in the Zambian context. Both positions had job descriptions, but for some reason, accidently or intentionally, some people in HQ ignored the job descriptions devised.

Interviewer: Some people felt the Irish coordinator had more power? In your opinion was this the case?

Jackie: This was intentional, which is why we ended up with title of lead coordinator, the understanding was that the lead coordinator would lead, perhaps looking at the importance of titles.....they should have been called programmme manager, rather than coordinator.

Interviewer: In terms of distributing power in a partnership, was it the right decision to have a Irishcoordinator, what is your opinion, should there have been a Zambian coordinator?

Jackie: We should have had two core coordinators.....and the lead coordinator having more power was both intentional in the programme design but also the reality unfortunately added to that. What I mean is that we ended up with a national coordinator whose capacity wasn't, you know, as strong as we would have liked...again and again, since I was involved...I could see what happened. In this partnership, in the begining, there was some unfortunate elements of mistrust, for instance that very long meeting at the beginning...for instance the Irish side decided to advertise for this position openly for the lead coordinator position....there was a decision in Zambia, because I was in the meeting I can explain to you, I hope you understand the context, you had comments like: *"well the Irish have already decided who they want to be the coordinator, if we open it up to advertise it openely for the Zambian side coordinator, we may get someone from outside the two institutions getting this job, it must be kept to the institutions, might even get somebody from outside the MoE"*.

Confining the advertisement to the two institutions led to a situation, which I don't think even.....when we were in Ireland in April 2008...saying they [MoE, Zambia] would advertise this openly, came back to Zambia and it changed....said to me....actually we don't have anybody in the institutions...there was no one in the institutions who fits the requirements that were set out....so the first thing was to talk down the qualifications, to fit with what was in the institutions...when the short list was done, it was like we can't go back on this...we have to go with who has applied...they did not have enough experience and perhaps because of the struture in Zambia , they didn't have enough status, in our culture that is important....they were not even a head of department.

Interviewer: How did it work out with an Irish lead coordinator?

Jackie: we should have had two coordinators……..somebody coordinating the institutions here, however, needed someone coordinating institutions in Ireland…….the visits, they needed direct hands on involvement with all institutions.

Interviewer: In making decsions, it was felt that the Irish coordinator is on the side of irish Aid when it comes to negotiations, they can keep saying: "this is what the donors want". Led to feelings of powerlessness on the Zambian side.

Jackie: I'm glad that you are using the word 'feeling', because it is a feeling, but this practice has developed in my view because of a vacuum, if you look at the structure, where you have two MCs on both sides, each of them with a chair, and this feeling has come through very strongly here, that perhaps the MC here was not given enough space to particpate, but that space has always been there because the work plans and so on were supposed to be developed by the MCs. Now in the vacuum I notice that [Coordinator A], perhaps through very understandable impatience, began to take decisions which perhaps [Coordinator A] should not have taken, or perhaps even began taking positions which [Coordinator A] could have presented differently…….[Coordinator A] could have made strong proposals that allowed the committee here to take a decisions through the chair ,which sometimes did not happen and that caused resentment both at HQ and in the institutions.

That's also cultural in the sense that in the Zambian structure, it happens also at meetings, the ministry officers will very often not speak up, they go with what the director says but outside the meetings they will complain...this situation was componded by the fact that you had an Irish lead coordinator in a partnership which was funded by the Ireland....(laughs)

Interviewer: What about issues of trust, trust, in general?

Jackie: I think that the trust was more focused on would the Zambian side get adequate benfits from this partnership…….and I don't remember much discussion on the issue of trust as to whether the Ireland would get enough from this. Unfortunately perhaps the exchange visits have been a major part of the discussion from the start, how many visits to Ireland, how many people can go to Ireland. On the issue of the two positions, I think the understanding was that the Ireland may dominate this partnership, and there was suggestions where someone said: 'we know who Ireland want to be coordinator'. I asked what does that comment mean.....to one of the two consultants...[they said it means that]: "we must also strategise and get the kind of person we want". Initailly, I thought that the ministry had a person in mind, but in fact it was opened up to the institutions, although it was kept within the institutions.

To be fair, my question would be, what would have been the bases for trust in this partnership given that there hadn't been any linkages between the institutions before, the lecturers had not been given that much information before. It was a new relationship....trust builds slowly, what was the basis for starting with trust?

Interviewer: From your long and varied experience in development, is this partnership a genuine model, or could other terms be applied, for example, it is a collaboration? If one partner is not contributing financially, what are the implications of this for the partnership?

Jackie: Because of the heavy focus on money...the situation tends to play down the possibility of genuine partnership, even though one could monetarise the MoE's contributions……..but that doesn't change the fact that the real hard cash is coming from the other side. This has tended to characterise the relationship as donors and recipients, and I don't see ZITEP as being an exception to this.

Interviewer: What makes partnership different from aid?

It is ownership from the point of view of the Zambian side...this has begun to happen but has not gone far enough

Interviewer: In ZITEP are Zambians in driving seat?

Not yet....I think the interaction between the lecturers was where I saw the strongest examples of partnership....I've seen in the past 18 mnths more and more ability by Zambians to engage with Irish colleagues and to raise issues for discussion, which they wouldn't have done at the begining. At the begining, I got the impression that it was more of from the lead coordinator sending messages down..that is starting to develop and change and I think that could grow, you can actually get real partnerships between sets of lecuters and indivuals rather than at the higher level..less focus on money at this level.......can relate more as colleagues.

Interviewer: Is there anything else you would like to add?

Jackie: No, I might when you send me the transcript.

Interviewer: Thank You.

Appendix 7: Node Structure Report

Appendix 8: ZITEP MoU

Ministry of Education

Republic of Zambia

MINISTRY OF EDUCATION, Zambia,

IRISH AID

AND

DEPARTMENT OF EDUCATION AND SCIENCE, Ireland.

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MEMORANDUM OF UNDERSTANDING

CONCERNING THE ZAMBIA-IRELAND TEACHER EDUCATION PARTNERSHIP

Date: Friday, March 27, 2009

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This Memorandum of Understanding is entered into
BETWEEN:

A. MINISTRY OF EDUCATION, ACTING ON BEHALF OF THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA and on behalf of Charles Lwanga and Kitwe Colleges of Education including its successor in title and assigns (hereinafter referred to as the "MoE")

B. IRISH AID, the Government of Ireland's Overseas Development Assistance programme

and

C. DEPARTMENT OF EDUCATION AND SCIENCE, [ACTING ON BEHALF OF THE GOVERNMENT OF IRELAND] and [acting] on behalf of Church of Ireland College of Education, Marino Institute of Education, Mary Immaculate College, Froebel College of Education, St. Patrick's College and Drumcondra

Having established the Zambia-Ireland Teacher Education Partnership (ZITEP) to improve the quality of teacher education in Zambia in line with the Zambia Education Sector National Implementation Framework, 2008-2010 (NIF) (hereinafter referred to as the "Programme") whose objectives are:

a. **To build a partnership between Colleges of Education in Zambia and Ireland through the provision of opportunities for mutual learning;**

b. **To strengthen the pedagogical skills of teacher educators/tutors in Zambia;**

c. **To inform policy in the area of teacher education in Zambia by identifying and complementing good practice;**

d. **To contribute to enhanced professional development of teacher educators and tutors;**

e. **To strengthen linkage between Teachers' Resource Centres (TRCs) and colleges of education and ensure the TRCs contribute more directly to quality teacher education;**

f. **To ensure the programme enhances awareness of HIV and AIDS, gender equity and other relevant issues in teacher education.**

Decide as follows:

1. DEFINITIONS AND INTERPRETATION

1.1 Clause headings appear in this MoU for the purposes of reference only, and will not influence the proper interpretation of the subject matter.

1.2 Words and expressions defined in any clause will, for the purposes of this Memorandum of Understanding, bear the meaning assigned to the words and expression in that clause and subsequent sub-clause(s).

1.3 Expressions in singular also refer to the plural, and vice versa.

1.4   This Memorandum of Understanding should be read in conjunction with the programme proposal Zambia-Ireland Education Partnership.

2. COMMENCEMENT AND DURATION

2.1 This Memorandum of Understanding will be effective from the   date of signing and will continue to have effect for a period of   five (5) years from the date of its signature unless terminated   earlier by either participating body upon giving three (3) months   notice of termination.

3. MANAGEMENT OF PROGRAMME

3.1   It is jointly agreed that the main implementing partners in the programme are the respective colleges of education in Zambia and Ireland and that the STAKEHOLDERS include the Ministry of Education, Republic of Zambia, Department of Education and Science, Ireland and Irish Aid. The programme will be managed as follows:

3.1.1 The programme will be overseen by a Joint Steering Committee (JSC). Its composition, responsibilities and associated tasks are detailed in separate Terms of Reference attached at Annex 2.

3.1.2 An annual work plan and budget will be prepared and submitted   for approval by the Management Committees and the Joint   Steering Committee.

3.1.3 A consolidated annual and six monthly activity report will be submitted to the Joint Steering Committee for approval by the Lead Programme Coordinator against the programme activities and targets.

3.1.4 Annual reports will be submitted to Irish Aid, Department of Education and Science, Ireland, AND MoE, Republic of Zambia.

3.1.5 Upon satisfactory reporting and recommendation by the Joint Steering Committee, Irish Aid will channel funds through a dedicated bank (details to be provided later).

3.1.6 Zambia. Funds for the Zambian component of the programme will be deposited into a separate nominated Zambian Bank account specific to the project. The Bank account will be managed by the Programme Coordinator and co- signatory will be the Director Teacher Education and Specialised Services, Zambia. A Bank Reconciliation of monies received and monies expended by the project shall be prepared as part of the systems of internal financial control specific to the project.

3.2 Under the provisions of this Memorandum of Understanding, the Joint Steering Committee (JSC) will ensure that funding provided is properly administered and that all activities will be fully recorded and accounted for in accordance with public financial procedures.

3.3 Any funding provided to the programme which is not expended on the programme in accordance with terms of reference of this Memorandum of Understanding, will be returned to Irish Aid and the Department of Education & Science no later than one month after the end of the year for which the funding was provided.

3.4 Audited financial statements and an accompanying Audit Certificate prepared by an independent qualified Auditor, specific to the programme (Zambia and Ireland components) shall be submitted to Irish Aid within six months of the end of accounting year in which an installment of the grant was received. A Statement on the System of Internal Financial Control shall be

provided by Charles Lwanga College. Supporting
documentation shall be retained by all named parties for a period of 5 years
from the cessation of the project to support confirmation of
the Systems of Internal Financial Control.

4. Commitments OF MoE

4.1 MoE will provide management support. A representative of MoE will participate in the Joint Steering Committee

5. Commitments OF THE DEPARTMENT OF EDUCATION AND SCIENCE

5.1 The Department of Education and Science will support the programme to the total value of Euro 195,000 over the first three (3) years.

    a. This funding will be contingent upon appropriate levels of funding being made available to the Department in the period of operation of the Memorandum of Understanding.

    b. The funding will be subject to regular approval by the Government of Ireland and may, therefore, be terminated or changed according to decisions and procedures which are not related to the activities of the Zambia-Ireland Teacher Education Partnership

6. Commitments OF IRISH AID

6.1 Irish Aid will provide a financial contribution of Euro 1.305 million over 3 years. A representative of Irish Aid will participate in the Joint Steering Committee.

a. **This funding will be contingent upon appropriate levels of funding being available to Irish Aid in the period of operation of the Memorandum of Understanding.**

b. **The funding will be subject to regular approval by the Government of Ireland and may, therefore, be terminated or changed according to decisions and procedures which are not related to the activities of the Zambia-Ireland Teacher Education Partnership**

7. DISPUTE RESOLUTION

7.1 **Not withstanding any other provision in this MoU or the programme proposal Zambia-Ireland Education Partnership, the Parties will in good faith and using all reasonable efforts in the spirit of cooperation take all steps as may be necessary or desirable to settle any Dispute through negotiations and other constructive discussions to their conclusive end.**

8. . INDEMNITY

8.1 **Irish Aid, the Department of Education and Science, Ireland, MoE, will not be liable in respect of any claim, debt or demand by or on behalf of any adviser, manager, programme coordinator, expert, employee or agent of the programme's Joint Steering Committee, Management Committee, Lead Programme Coordinator, Programme Coordinator or Programme Administrative centre or by, or on behalf of any person who may have a claim, debt or demand against the programme's Joint Steering Committee arising out of the implementation of this Memorandum of Understanding.**

9. BREACH

9.1 **All participants to this Memorandum of Understanding agree that funding provided under this Memorandum of Understanding may be terminated or**

reduced by Irish Aid and the Department of   Education and Science, Ireland in the case of funds being   misappropriated or underutilized, or if the quality or relevance of activities is found to be deficient.

10. ENTIRE MEMORANDUM OF UNDERSTANDING

10.1 This agreement contains all the express provisions agreed to by   the parties with regard to the subject matter of the Agreement,   and the parties waive the right to rely on any alleged express   provision(s) not contained in this agreement.

10.2 No party may rely any representation, which allegedly induced   that party to enter into this Agreement, unless the   representation is recorded in this agreement.

10.3 No varying, adding to, deleting from or cancelling this   Agreement and no waiver of any obligation under this   Agreement shall be effective.

SIGNED on [Date]

For and on behalf of THE MINISTRY OF EDUCATION, ACTING FOR AND BEHALF OF THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA AND BEHALF OF CHARLES LWANGA AND KITWE COLLEGES OF EDUCATION.

Name: Dr. Buleti Nsemukila

Title: Permanent Secretary (Curriculum and Standards)

Signature:…………………………………………..

In the presence of: Ruth Mubanga (Mrs.)

Occupation: Director Teacher Education and Specialised Services

Signature: …………………………………………

Date:……………………………………………….

For and on behalf of the Irish Aid

Name: Sean MacMahon

Title: Director, Programme Countries 1

Signature: ………………………………………

In the presence of: Keith Gristock

Occupation: Senior Development Specialist

Signature: ……………………...…………………

Date: …………………………..…………………

For and on behalf of the DEPARTMENT OF EDUCATION AND SCIENCE

Name: Title:

Signature: ………………………………………

In the presence of:

Occupation:

Signature: …………………...…………………

Date: …………………….……………………

Node Structure

PhD Analyses

20/11/2014 22:01:02

Hierarchical Name	Nickname	Aggregate	User Assigned Color
Node			
Nodes			
Nodes\\Accountability & Transparency		No	None
Nodes\\Accountability & Transparency \Accountability		Yes	Red
Nodes\\Accountability & Transparency \Accountable budget management and financial transparency		No	None
Nodes\\Accountability & Transparency \Clear roles and responsibilities		No	None
Nodes\\Accountability & Transparency \Flexibility and adaptability		No	None
Nodes\\Accountability & Transparency \Shared risks		No	None
Nodes\\Accountability & Transparency \The importance of relationships		Yes	None
Nodes\\Accountability & Transparency \The importance of relationships\Personality		No	None
Nodes\\Accountability & Transparency \Transparency		Yes	Blue
Nodes\\Accountability & Transparency \Transparency\Communication		No	Yellow
Nodes\\Accountability & Transparency \Transparent selection processes		No	None
Nodes\\Accountability & Transparency \Trust and commitment		No	None
Nodes\\Accountability & Transparency \Trust and commitment\Individual and institutional commitment		No	None
Nodes\\Accountability & Transparency \Trust and commitment\Nature of trust		No	None
Nodes\\Autonomy & ownership		Yes	Orange
Nodes\\Autonomy & ownership\Clear outline of objectives and goals, roles and responsibilities.		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations\General		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations\Northern		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations\Origin		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations\Ownership and autonomy in determining needs		No	None
Nodes\\Autonomy & ownership\Driving motivations, needs and expectations\Southern		No	None
Nodes\\Autonomy & ownership\Empowerment		No	None
Nodes\\Autonomy & ownership\Empowerment \Implications of asymmetries		No	None
Nodes\\Autonomy & ownership\Empowerment \Independence		No	None
Nodes\\Autonomy & ownership\Empowerment \Tackling exclusion		No	None
Nodes\\Autonomy & ownership\Established Government Plans & Policies		No	None
Nodes\\Autonomy & ownership\Established Institutional Plans & Policies		No	None
Nodes\\Autonomy & ownership\HEI autonomy		No	None
Nodes\\Autonomy & ownership\Joint strategic planning and decision making		No	None

Hierarchical Name	Nickname	Aggregate	User Assigned Color
Nodes\\Autonomy & ownership\Joint strategic planning and decision making\Role of IA		No	None
Nodes\\Autonomy & ownership\Joint strategic planning and decision making\Role of the Ministry		No	None
Nodes\\Autonomy & ownership\Ownership & Autonomy Teacher Educators		Yes	Pink
Nodes\\Autonomy & ownership\Understanding Southern contexts		No	None
Nodes\\Autonomy & ownership\Understanding Southern contexts\Bureaucracy		No	None
Nodes\\Autonomy & ownership\Understanding Southern contexts\Context		No	None
Nodes\\Autonomy & ownership\Understanding Southern contexts\In country supports		No	None
Nodes\\Autonomy & ownership\Understanding Southern contexts\Personality		No	None
Nodes\\Autonomy & ownership\Values relating to development and partnership		No	None
Nodes\\Autonomy & ownership\Values relating to development and partnership\Definition of partnership		No	None
Nodes\\Autonomy & ownership\Values relating to development and partnership\Value of HE		No	None
Nodes\\Outcomes and Benefits Case Study 2		No	None
Nodes\\Outcomes and Benefits Case Study 2\Irish TEIs and TEs		No	None
Nodes\\Outcomes and Benefits Case Study 2\Mutual		No	None
Nodes\\Outcomes and Benefits Case Study 2\Policy		No	None
Nodes\\Outcomes and Benefits Case Study 2\Potential		No	None
Nodes\\Outcomes and Benefits Case Study 2\Southern TEIs and TEs		No	None
Nodes\\The capacity exchange		No	None
Nodes\\The capacity exchange\Area of focus		No	None
Nodes\\The capacity exchange\Area of focus\Relevant & sustainable		No	None
Nodes\\The capacity exchange\Building on existing strengths		No	None
Nodes\\The capacity exchange\Building on existing strengths\Emergent change		No	None
Nodes\\The capacity exchange\Building on existing strengths\Innovation & creativity		No	None
Nodes\\The capacity exchange\Feelings regarding the extent to which their contribution was valued and utilised by Irish TEs.		No	None
Nodes\\The capacity exchange\Implications of economic, social and technical asymmetries on the exchange.		No	None
Nodes\\The capacity exchange\Monitoring and assessment		No	None
Nodes\\The capacity exchange\Mutual contributions and benefits		No	None
Nodes\\The capacity exchange\Outcomes		No	None
Nodes\\The capacity exchange\Perceived capacity development needs of Northern TEs.		No	None
Nodes\\The capacity exchange\Process and supports		No	None
Nodes\\The capacity exchange\Process and supports\Negotiation Decision Making		No	None
Nodes\\The capacity exchange\Shared Objectives		Yes	Purple
Nodes\\The capacity exchange\South South		No	None
Nodes\\The capacity exchange\Time frame		No	None