

Strategies for reciprocity in partnerships
GINTL Café discussion
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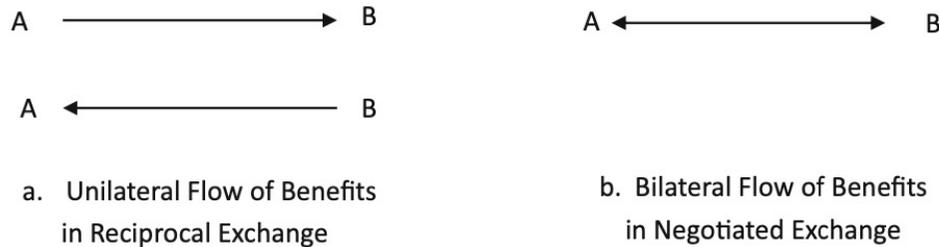
GINTL in the education and development policy landscape



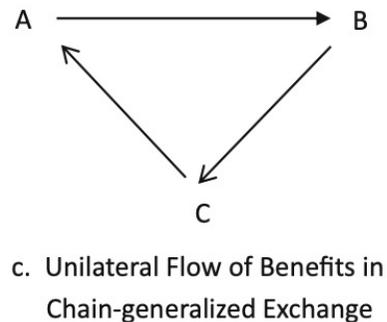


Reciprocity in partnerships: direction of benefits

DIRECT RECIPROcity



INDIRECT RECIPROcity



“Too often partners claim that their partnerships involve reciprocal exchange and are mutually beneficial without providing details or considering the priority needs of each or all partners. Diffuse reciprocal exchange will often be necessary to accommodate the asymmetry of partners, if **mutual benefit** is to be achieved. The principle of equivalence should be adhered to or favour the less resource-rich partner in asymmetrical partnerships, especially if **reducing global inequalities** is an objective [...]. Partners within interuniversity partnerships should keep track of key outputs of the partnerships to **better measure the reciprocal nature** of them.”

(Yarmoshuk, et al. 2019, 411 with figure 1 from Molm 2010, 121)



Mutual interest or concern

Funding agencies and institutions in the Global North tend to set the agenda and criteria for partnerships.

Colonial or unequal share of power persists.

(Mitchell, Rose & Asare, 2020; Teferra, 2020)

What is the mutual interest or concern?

How do we define the learning crisis and our joint agenda?

Who participates in agenda setting?



Agreements on leadership

Agreements of project leadership (and authorship) often undervalue the scholars and partners (Teferra, 2016), and repress knowledge systems in the Global South (Woldegiorgis, 2020).

How do we negotiate and agree on leadership?
How are roles and responsibilities are shared?
What and whose knowledges do we refer to?



Favouring institutions and countries

Scholars and higher education institutions tend to favour certain countries and themes, and may reproduce gender imbalances and inequity in leadership (Asare, Mitchell & Rose, 2020; Fransman, et al., 2021; Unterhalter, et al., 2021).

What criteria do we use in selecting partners and themes?
Does our collaboration reduce or reproduce gender imbalances and inequity in practice? How?



Expectations from each other

The expected role of researchers in Southern institutions is often reduced to assisting in data collection in their contexts without rights to data analysis and reporting (Asare, Mitchell & Rose, 2020; Jamil & Haque 2017).

What are our expectations of the partnerships?
Do we reflect on and discuss our explicit and implicit expectations? How?



Reciprocity requires critical review of initiatives, partnership practices and benefits

Conscious efforts and critical analysis are needed to reveal practices that undermine equal partnership and mutuality.

Equity among partners seems more evident when partners in the global South suggest the collaboration and seek for partners (Asare, Mitchell & Rose, 2020).



How will we ensure reciprocity in partnerships?

- Mutual interest or concern: learning crisis
- Agenda setting, project design and leadership
- Criteria for partner institution and country selection
- Knowledge systems
- Ethical dilemmas
- Values underlying education
- Context relevance



Share views on how to ensure reciprocity!

Room 1: Africa

Chairs: Taimi Ndapandula Nghikembua and Marika Matengu

Room 2: China

Chairs: Lijuan Wang and Anne Viherkari

Room 3: India

Chairs: Sharanya Menon and Audrey Paradis