

**AFRICAN UNION 2<sup>ND</sup> EXPERTS MEETING ON**  
**REVITALISING HIGHER EDUCATION**  
**27<sup>TH</sup> – 28<sup>TH</sup> FEBRUARY 2006**  
**LABADI BEACH HOTEL, ACCRA, GHANA**

**(GROUP WORK)**

**GROUP 2**

**WHAT IS REVITALISATION**

1. Includes rehabilitation and growth, resulting from changing technologies
2. Revitalisation requires qualitative and quantitative improvement
3. Introducing a number of reforms to respond to the mission of HE (teaching learning, research and outreach to communities).
4. Transforming the institutions to meet social needs
5. Expanding / multiplying access and enhancing human capacity
6. Revitalisation will result in an inventory of what worked in the past and what did not work in the context of regionalisation and globalisation

**WHY REVITALISE**

1. H.E. has gone through a number of transformations and it is time to review and renew
2. In the past the focus has been on basic education, which resulted in increased enrolments at basic education level and greater demand for HE for places that do not exist
3. HE is a key element in sustainable development for all of our countries
4. To fast-track Africa's development
5. To enhance democracy, good governance and economic growth
6. Enhance mobility between the sub-sectors of the HE system

**REVITALISATION FOR WHAT**

1. There are bottle necks to which we have to find solutions in order to achieve the developmental goals set by countries
2. Revitalisation for functionality, affordability and sustainability
3. To foster the link between HE, government and the productive sector
4. To contribute to the African vision of peace, prosperity, integration, global economy and relevance
5. Revise, and upgrade policies to take into account new challenges and opportunities
6. Revitalise HE in ways that promote regional integration
7. Revive the declining system of HE to make it functional to the development needs of the continent
8. Give thrust to research, which forms the basis for innovation and development

9. To assure quality, relevance and equity in order to contribute to the reduction of poverty
10. To ensure that African HE fits into the global economy and not continue to lag behind
11. To avoid transferring poor quality teachers to other levels of education

### **REVITALISING WHAT**

1. Research and dissemination of existing knowledge, generating new knowledge and preservation of knowledge
2. To rehabilitate the infrastructure destroyed from neglect, war etc.
3. Rehabilitate the human resource capacity
4. Revitalise the entire environment within which HE takes place
5. Review curricula in terms of scope and coverage, taking into account changes in ICTs

### **HOW TO REVITALISE**

Systems approach with three parts:

- a) Input
- b) Processes
- c) outputs

Input: policy reform to incorporate new tools, new forms (distance education and open learning) and diverse learners (adults, out of school learners, life-long learning)

Strategic planning

Processes: institutional environment and infrastructure, distance education

Output: linkage with productive sector

### **KEY ACTORS**

Students

Academics

Parents

Governments

Private and productive sector

Development partners

Professional bodies and associations

Research institutions and networks

Sector ministries (agric, health, community development,

Faith-based institutions

Civil society

	<b>Thematic Areas</b>	<b>Issues</b>	<b>Intervention</b>	<b>Expected/output Outcome</b>	<b>Role Players</b>
1.	<b>HE Policy reform:</b>	Access, gender and equity	Capacity development for policy formulation and implementation at national and regional levels  Review of HE policies  Harmonisation of policies and systems (Francophone and Anglophone) at regional levels  Affirmative action	Critical mass of policies experts exist  More women in HE (students, academics and staff)  Effective policies in place	All stakeholders
2.	<b>Leadership and Management</b>	strategic management, gender, staff development (including students) Governance, Institutional culture  <b>Training in financial and accounting systems that promote accountability and transparency</b>	Training (gender sensitive leaders, focus on women leaders through affirmative action)  Attachments	More women in leadership positions.	HE institutions Professional bodies Government Regional economic communities

	Thematic Areas	Issues	Intervention	Expected/output Outcome	Role Players
			Mentoring		
3.	Infrastructure:	ICTs Libraries Equipment	Invest in infrastructure  Governments to liberalise ICT policies  Exemptions for education sector  Sensitise governments to improve negotiations	Better studying and working environments  Improved quality of teaching learning and research  More and cheaper bandwidth	Governments Development partners Sector Ministries Governments Development partners Regional Economic Communities Parents
4.	Resources	Governments to increase financial  Put in place financial management systems and processes that promote accountability and transparently  Improve teacher education  Improve graduate studies and outputs	Prioritise education  Mobilise resources  Partnerships  Promote improved financial management systems  Regional centres of	Education prioritised  Cost-effectiveness of the investment  Improved education management, efficiency and accountability	All stakeholders

	<b>Thematic Areas</b>	<b>Issues</b>	<b>Intervention</b>	<b>Expected/output Outcome</b>	<b>Role Players</b>
		Enhance pedagogy Reversing the brain drain HIV/AIDS and communicable diseases Staff development Marketing and fundraising	excellence and networks that add value to national resources (e.g. in science and technology)  Scholarships		Governments Development partners Institutions Productive sector
5.	<b>Research</b>	Inadequate financing Capacity Development Linkage to Industry Dissemination Relevance Collaboration among researchers	Research skills development  Strengthen existing networks and building new ones  Provide electronic journals  Increase industry-based research  Popularise research outputs to appropriate sectors	Greater impact on development	Governments Institutions Productive sector Development partners

	<b>Thematic Areas</b>	<b>Issues</b>	<b>Intervention</b>	<b>Expected/output Outcome</b>	<b>Role Players</b>
			Organise research seminars		
6.	<b>Partnership:</b>	How to link HE products to productive sectors  Collaboration among institutions	Data base  Fellowships  Scholarships  Attachments and  Internships  Exchange programs  Networks	Enhanced collaboration and networking  Greater efficiency in use of resources  Improved sharing and diffusion of knowledge	All stakeholders
7.	<b>Quality:</b>	Institutional (teaching learning and research, accreditation, academic mobility, harmonisation, credit transfer,  Curricula review and relevance  Promote use of African languages	Production of African academic, teaching and learning materials  Publications (electronic, internet-based, other)	Increased moral  Reduction in drop out rates  Reduction in brain drain  'Client' satisfaction	Professional bodies and associations  Institutions  Quality and accreditation bodies

	<b>Thematic Areas</b>	<b>Issues</b>	<b>Intervention</b>	<b>Expected/output Outcome</b>	<b>Role Players</b>
		Availability of teaching and learning materials and resources		Value for money  Improved confidence HE in outputs  Existence of reference institutions for African HE	