

## STUDY PROGRAMME ON HIGHER EDUCATION MANAGEMENT IN AFRICA

### REPORT ON PHASE 2 (1999 - 2003)

#### INTRODUCTION

In order to correct the virtual absence of African scholarly input into the search for solutions to the African higher education crisis of the late 1980s, the Association of African Universities (AAU) introduced the ***Study Programme on Higher Education Management in Africa*** to develop local capacity for undertaking systematic research on issues of higher education policy and management, and to strengthen the knowledge base of African higher education policy-making. The initial Phase of the *Study Programme* (1993 – 1998) was implemented principally around two batches of research grants (Batches 1 & 2) awarded to individual researchers and research teams under a *Research Grants Scheme*.

A full report on Phase 1 of the Study Programme was submitted to the key donors to the project, the Swedish International Development Cooperation Agency (Sida/SAREC) and the Directorate-General for International Cooperation (DGIS) of the Netherlands Ministry of Foreign Affairs in 1998. An evaluation of the Programme was commissioned by Sida/SAREC in 1998. The Evaluation Report (1998) helped in the final drafting of the Proposal for Phase 2 of the Programme.

Phase 2 of the ***Study Programme on Higher Education Management in Africa*** was launched in 1999, building on the start made in Phase 1. The specific objectives were to expand the pool of African researchers working on higher education issues; improve the general level of higher education research capacity and professionalism; facilitate the building of a community of African higher education researchers with a degree of self-identification; increase the body of higher education material based on original research, published and disseminated through print and electronic media, seminars, etc., and increase the engagement of researchers and their product with policy and policy-makers. An important departure for Phase 2 was the increasing emphasis on dissemination of the research through publication of results and presentations at conferences and seminars.

#### APPROACH AND PROCESS

In pursuit of the objectives of Phase 2, the following strategies were adopted:

- a. identification of new researchers through the award of research grants for selected topics and the conduct of research under close supervision, with training workshops and seminars;
- b. the running of research training workshops and seminars for all grantees, and, for a selection of the more senior researchers, attachments and short-term visits to research institutions, to improve their research capacity and professionalism, and to raise the quality of their work; and
- c. encouragement of networks of higher education researchers and institutions, and collaboration with national and regional institutions in higher education policy development and promotion.

#### ACHIEVEMENTS OF THE STUDY PROGRAMME

##### Capacity Building

###### ***Research Grants***

The Scientific Committee established at the start of the ***Study Programme***, continued to provide leadership, overseeing the scientific quality of the research output of the Programme. The first activity of the Committee was the screening and selection of beneficiaries under the *Research Grants Scheme*.



Advertisements for research grant proposals in 1999 drew applications from over a hundred and thirty (130) researchers from all parts of Africa. After initial screening at the AAU, with input from assessments carried out by consultants from the University of Ghana, twenty-five (25) proposals were short-listed. The short-listed applicants were invited to revise their proposals in accordance with comments and suggestions made by Resource Persons and the Scientific Committee, and to re-submit them for selection. On the basis of the revised proposals, and taking into account such factors as gender, geographic and linguistic spread, as well as whether the institutions of the applicants were in good standing on their AAU subscriptions, sixteen (16) grants were awarded under the Scheme. These grants are set out in [Table 1](#) of [Attachment 1](#). In line with the strategy of building capacity by providing advanced training to researchers who had shown promise in Phase 1, six (6) of the grantees from Phase I received grants under Phase 2, as appears from [Table 1](#) of [Attachment 1](#).

As had been the practice in Phase I, disbursement of grants was conditioned upon the submission of *Progress Reports*, a *Final Report* and an *Essay*, as well as regular participation in the training workshops. This regime was strictly enforced in Phase 2, with grants being released only after receipt of the required reports in hard and electronic copies, and positive comments on them by Resource Persons.

Resource Persons engaged in Phase I were retained to supervise the individual projects while the Scientific Committee, with new membership, ensured the scientific quality of the research output. In 2000, a second batch of grants was awarded to eight (8)<sup>1</sup> research teams, made up of twenty-three (23) individual researchers, ten (43.5%) of whom were women. It will be noted that 23 (35.4%) of the 65 researchers under Phase 2 were women - an appreciable improvement on the record in Phase 1 when the numbers were 18 (22.8%) out of 79 researchers. The second Batch of grants is set out in [Table 2](#) of [Attachment 1](#).

### **Training Workshops & Seminars**

*Induction and Methodology Workshops*, aimed at strengthening the research capacity of the researchers and exposing on-going work to critical peer review were held for the two batches<sup>2</sup> under Phase 2. These were followed after intervals of roughly nine months by *Data Gathering and Analysis Workshops*, meant to help with the management and analysis of data and, ultimately, the production of sound reports. In addition to raising the technical quality of research output, these workshops served to establish a closer relationship among the researchers, and between them and the resource persons. While the researchers benefited from the experience of the Resource Persons, the latter got a clearer sense of the specific needs of individual researchers.

### **Batch 3**

The *Induction and Methodology Workshop* for researchers in the first batch of Phase 2 was held in Pretoria, South Africa, from the 14<sup>th</sup> to 17<sup>th</sup> February 2000 and was co-hosted by the Human Sciences Research Council (HSRC) of South Africa. With one exception<sup>3</sup>, all research teams were represented at the workshop.

The *Data Gathering and Analysis Workshop* was held from October 24 - 27, 2000 at Elmina, Ghana, and as before all teams with one exception were represented. In addition to intensive group work, the emphasis at this workshop was on individual work with Resource Persons, since the different projects were at different stages and required more specific attention.

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<sup>1</sup> At the time, several of the projects from the previous batch were still uncompleted. It was therefore decided to make a reduced number of awards in order to ensure effective supervision and management.

<sup>2</sup> Batches 3 & 4. Numbering of the batches of grantees is continuous. The first batch under Phase 2 is therefore Batch 3, having been preceded by the two earlier Batches (1 & 2) of Phase 1.

<sup>3</sup> The absentee had had problems obtaining a visa in time to make the trip. The team leader later attended a special session conducted at the Institut de recherche sur L'Education (IREDU), to make up for the loss.



For both workshops, preparation involved Resource Persons establishing contact with their Researchers and providing guidance in preparation for the workshops. Beyond more detailed individual and group work to refine projects and strengthen methodology and data analysis, particular attention was paid to developing special programmes for the more *advanced researchers* who had participated in Batches 1 & 2.

#### **Batch 4**

The *Induction and Methodology Workshop* for the second batch under Phase II (Batch 4), was held from October 19 - 21, 2000, in Accra, Ghana, while the *Data Gathering and Analysis Workshop*, came off from 19 - 21, June 2001 in Maputo, Mozambique. While the former was hosted by the AAU itself, the latter was hosted by the Universidade Eduardo Mondlane.

By all accounts, all four workshops were very successful in achieving set objectives. It is worth noting that in the 1998 Evaluation Report on the Programme, it was observed that

*“The training workshops and close supervision by established researchers had many significant effects. Apart from the improvement of the final quality of the research projects, there was a marked sharpening of the focus of virtually all projects, and a strengthening of the capacity to define a researchable topic. There were observable improvements in the technical competence of virtually all the researchers ....”*

*“As a result most of these researchers have acquired increased competence in the conduct of higher education research under African conditions, as well as greater capacity to contribute to policy-development and implementation in that area.”*

#### **Preliminary Assessment**

Twenty-four grants out of the proposed 30 grants were awarded, for reasons already given. (See footnote 1 above). Altogether, 24 research teams (16 in Batch 3 and 8 in Batch 4), consisting of sixty-five (65) individual researchers have been exposed to training in the methodology of research into higher education issues under the *Research Grants Scheme*. They may, thus, be expected to have acquired some competence in the conduct of higher education research under African conditions, as well as capacity to contribute to policy-development and implementation.

#### **Research Production**

Of the sixteen grants awarded in Batch 3, fourteen (14) reports and fourteen (14) essays, representing 87.5% of the total expected output, have been submitted<sup>4</sup>. Of this number, four (Ekong, Kimani, Boubekeur & Ruth) have been published under the *AAU Research Paper Series*, on the basis of peer review and re-editing. In an effort to upgrade the quality of subsequent publications, eight (8) more essays have been reviewed and sent back to the authors, in some cases, for extensive revision and fine-tuning. Two (2) of these have been forwarded for publication as part of the series and the remainder will be also be published when the queries raised are adequately addressed by the authors. This has led to a delay in further publications.

The eight grants awarded in 2000 have so far yielded six (6) reports and six (6) essays. Submission of the remaining two has been unduly delayed, and complaints have been made to the Vice Chancellors of the defaulting research teams. It is expected that, with the help of the Vice Chancellors, the outstanding reports will be forthcoming. Failing that, the final tranches of the grants for the teams concerned will not be disbursed. Instead, the AAU will demand a refund of monies already paid out.

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<sup>4</sup> Of the remaining two projects, one (Katabaro) appears to be having serious difficulties, while the other (Kouassi et al.) has been completely abandoned owing to serious communication problems following the death of the team leader and the political disruptions in Côte d’Ivoire.



The reports so far completed in Phase 2 are:

### BATCH 3

Researcher	Research Topic	Publication Status
1. Babalola, J.B.,	<u>"Cross University Time Series Costs &amp; Financial Analysis under a Declining Economy: Lessons from Nigeria"</u>	Under further review
2. Boubekeur, Farid	<u>"Evaluation de la Formation Universitaire par Les Etudiants en Fin de Cycles"</u>	- <u>Sixth Biennale of Education</u> , 2000, Paris, France  - <u>Mediterranean Journal of Educational Studies</u> , Vol. 4, Number 2 1999, Malta.
3. Ekong, E. Ekong	<u>"Management Styles and Equitable Access: The "Us" and "Them" Malaise in Nigerian Universities"</u>	AAU Research Paper 11
4. Ezeani Chinwe N. & Michael S. Olisa	<u>"The Relevance of Library Science Education in Nigerian Universities to the World of Work"</u>	Further review requested
5. Gayibor Nicoué, Kodjo Kofi-Lumor, Kuakuvi Mawulé, Kaberuka Léon & Ankoma Songa	<u>"Coûts et Financement de L'Enseignement Supérieure : Le Coût Moyen de La Formation d'un Etudiant à L'Université bu Bénin"</u>	
6. Kimani Gerald N.	<u>"A Tracer Study of University of Nairobi Graduates (1991 – 1998)."</u>	Further review requested
7. Letuka James L., Strydom, A. H., Fourie M. & Maharaso M.	<u>"Equitable Access, Quality Assurance and Management: Hard Choices in Phases"</u>	At printers
8. Lyonga Nalova, Endeley Joyce, Sikod Fondo & Tanjong Enoh	<u>"Higher Education in Cameroon : An Analytical Assessment of the Preparation, Perception, Demand and Opportunities for Graduates in the Job Market"</u>	
9. Mankoe Joseph, Eshun B. & Alhassan Anyanniyi	<u>"Survey of Graduates of the University College of Education of Winneba, Ghana"</u>	
10. Obasi C. N. & Cheidum Eric	<u>"An Empirical Study of the Cost-Sharing Crisis in Nigerian Universities"</u>	Review pending
11. Obondoh T. A., Adala T. Mboya & amoth A. Martina	<u>"University Management for Quality and Equitable Access : A Case Study of Kenyan Public Universities"</u>	At printers
12. Onokala Patience C., Onwurah C. & Oyukwu E.	<u>"Gender Equity in Student Enrolment in the Universities in Nigeria"</u>	
13. Ruth Damian	<u>"Workload Development and Appraisal at Universities"</u>	- <u>Acta Academica</u> 33 (1) April 2001.  - AAU Research Paper 12
14. Simui Muyoyeta & Kayengo Christine	<u>"An Investigation into the Effects of Library Funding on University Education in Zambia"</u>	



## BATCH 4

Researcher	Research Topic	Publication Status
1. Afemikhe Anthony, Adeyinka O. J., & Peters Selina	<u>"An Exploration of the University of Botswana Learning Environment"</u>	Further review requested
2. Ama Njoku Ola	<u>"Conditions affecting quality Living and Successful Learning in Tertiary Institutions in Namibia"</u>	Further review requested
3. El Badawy Amal, Khalil S., Henry H., & Foda A. M.	<u>"Quality of Teaching and learning in Zagazig Faculty of Medicine: An Educational Audit into Medical Practice"</u>	- <u>Zagazig University Medical Journal</u> , Vol VIII, No. 3, 2002 - Further review requested prior to publication under AAU Research Paper Series
4. Mwinzi Dinah C. & Kinoti Jacinta W.	<u>"Structural Adjustment Programme: Its Impact on Living Conditions of University Students. A Case of Nairobi and Moi Universities"</u>	
5. Smah Sam O.	<u>"Control and Management of Secret Cults and Gang Violence for Quality Living and Successful Learning in Nigerian Universities: The Case of Universities in the Middle Belt Zone"</u>	
6. Tsafak Gilbert, Tchombe Thèrese, Fonkoua Pierre, Matchinda Brigitte, Mbangwana Moses & Tamukong Joseph	<u>"L'Enseignement Supérieur Privé au Cameroun : Progrès, Problèmes et Perspectives"</u>	

**Dissemination**

Efforts at dissemination of the research results were stepped up during this phase and attempts at researcher networking and institutionalisation was also given particular emphasis. Researchers were also encouraged to have their works published in various media. Dissemination took the following forms: distribution/publication and distribution of reports and papers, and presentations at conferences, seminars and workshops.

**Listing of Essays**

☞ Completed research reports have been listed on the AAU Website ([www.aau.org/studyprogram/reports.htm](http://www.aau.org/studyprogram/reports.htm))

☞ A list of these reports and essays is also periodically featured in the *AAU Newsletter*.

☞ Abstracts of two of the essays (by Farid Boubekeur and Isaac Obasi), are featured on the website of the Centre for African Studies of the University of Illinois (Urbana- Champagne): <http://www.afrst.uiuc.edu/>

**Publications**

☞ A selection of papers from a conference organised to launch the **Study Programme** was published in a special issue of **Higher Education Policy** (Vol. 8, No. 1, 1995).

☞ About 6 papers based on research under the *Programme* have been published in the following international and national journals;



- **Higher Education** (Vol. 36, Nos. 1 & 2, 1998)
- **UNESCO Abstracts**
- **Sixth Biennale of Education** (2000, Paris, France)
- **Mediterranean Journal of Educational studies** (Vol. 4, No. 2, 1999)
- **Acta Academica** (No. 33 (1), April 2001)
- **Benin Journal of Education Studies** (Vol. 11 (1 & 2), 117 – 130)
- **Zagazig University Medical Journal** (Vol. 8, No. 3, 2002)

✍ In the period under review, eight essays (see paragraph on *Research Production* above) have been published in the **AAU Research Paper Series**, bringing the total to twelve (12). As explained earlier, (see **Research Production** above), publication of further issues has been delayed owing to requests for additional review and editing. (See Attachment 3 for full list of essays in the **Series**). Essays in the series are distributed to all AAU member institutions and full text versions are available on the AAU Website.

✍ Additionally, four reports have been published as monographs. There are prospects of a fifth on "**Higher Education and Work in Africa - Results of 10 Tracer Studies**" being published by KLUWER. A summary of the same monograph has been submitted to the *Journal of Higher Education in Africa* (JHEA) for publication.

✍ A major new initiative is the preparation of abstracts on all research reports submitted since the inception of the *Study Programme*, for inclusion in the online Researcher Database (<http://www.aau.org/studyprogram/dbfiles/index.htm>). So far a total of thirty-six (36) abstracts have been completed and will go online soon.

Apart from formal publication, a large portion of the Programme's research output has been disseminated through such non-academic outlets as discussion documents, newspaper articles, reports to commissions etc. As dissemination through these less formal means has a strong potential for seeding new ideas and reaching a wide popular audience, it deserves greater attention than it has so far received under the *Study Programme*. It will therefore be encouraged and properly documented in the future.

#### *On-campus Seminars*

The on-campus seminar programme was initiated in Phase 2 to help disseminate the findings of research conducted under the *Study Programme*, and to ensure that they reached African institutions and policy makers. The idea is for the AAU, at the invitation of a member institution, to sponsor a *Study Programme* researcher to serve as Resource Person at a seminar organised by AAU member institutions on a topic covered by a research project. The original plan was to host two such seminars a year. However, owing to low patronage and problems with travel and logistical arrangements for some countries, only one seminar took place at the University of Namibia. It is noteworthy that the Namibia workshop was more than a seminar in that it included a sub-regional training workshop on Tracer Studies. (See Attachment 3 for a full report). In another instance, the Open University of Tanzania invited a seminar on "*Resources for Enhancing University Research and Postgraduate Training: A Ghana Case Study with a Comparative Perspective*", but the event could not take off owing to problems with procuring a visa for the Resource Person. The matter is still receiving attention.

#### *Networking*

Much more remains to be done in this area to help build a community of African higher education researchers. The following is what has been achieved so far:

- ?? A database of the Programme's researchers and their projects has been developed (see AAU web site: <http://www.aau.org/studyprogram/dbfiles/index.htm>)
- ?? The AAU Website is listed among "*Other Research Centres of Interest to International Scholars of Higher Education*" in Damtew Teferra and Philip G. Altbach (eds.), "*African Higher Education: An International Reference Handbook*" and also on the Website of the Centre for International Higher Education, Boston College - [www.bc.edu/bc\\_org/avp/soe/cihe/ahe\\_biblio.html](http://www.bc.edu/bc_org/avp/soe/cihe/ahe_biblio.html)



- ?? A Nigeria-based network of African higher education researchers has been initiated by Joel Babalola (Batch 3). A Policy Workshop on *Contemporary AAU Research Results on University Management*, was held at the University of Ibadan from 22 - 23 April 2002, as part of the preparatory events. The proceedings of the workshop have been published as Babalola Joel B. & Emunemu Benedict O. (eds.) *Issues in Higher Education: Research Evidence from Sub-Saharan Africa*

Suggestions for the establishment of a similar network in East Africa have been discussed. A proposal has been submitted by Gerald Kimani (Batch 3) and is being considered. The AAU is providing technical and financial support for the two initiatives.

#### *Policy Development Workshop*

As a contribution to the development of informed and collective African perspectives, the AAU organised a high-level consultation dubbed '*Higher Education at the Crossroads A Policy Consultation on Higher Education in Africa*' from February 11 - 15, 2002, in Dakar, Senegal. Discussion focused on some of the important issues confronting higher education in Africa. The event was co-hosted by the **Université Cheikh Anta Diop de Dakar** and **UNESCO/BREDA**. In attendance were African Ministers of Education, Policy Makers, Vice Chancellors and other senior academics. (Ref. *Higher Education at the Crossroads: A Policy Consultation on Higher Education in Africa - Proceedings*). A selected group of eight (8) researchers from Batches 3 and 4, namely Afemikhe, El Badawy, Boubekour, Kanyengo, Kimani, Mayanja, Obasi and Ruth, presented individual reports (See *Annexe 2* of Conference Proceedings for individual Reports). The main basis for discussion was a synthesis report of all the projects undertaken in Phase 2.

#### *Professionalisation*

##### *Conference Participation*

To enhance research capacity and to encourage professionalism in research grantees, the *Study Programme* organised conferences, workshops and seminars. In addition, researchers were sponsored, nominated or recommended by the AAU to attend international and local higher education workshops/conferences. A third category refers to instances in which the researchers were invited in their own capacity.

##### *AAU Organised*

- ✍️ Andiwo Obondoh (*Batch 3*), Amal El Badawy (*Batch 4*) and Omaze A. Afemikhe (*Batch 4*) presented papers in a Special Session on *The Learning Environment and the Quality of Education* at the 2003 edition of the COREVIP in March 2003.
- ✍️ Omaze A. Afemikhe (*Batch 4*), Damian Ruth (*Batches 2 & 3*), Amal El Badawy (*Batch 4*), Farid Boubekour, Isaac N. Obasi (*Batch 3*), Christine Kanyengo (*Batch 3*), Babacar Thiaw (*Batches 2 & 4*), Muhammad Mayanja and Gerald Kimani: *Higher Education at the Crossroads: A Policy Consultation on Higher Education in Africa*, Dakar, Senegal, February 11 - 13, 2002.
- ✍️ Erasmus Kaijage and Nalova Lyonga of Batch 3 participated in a Planning Meeting held in Accra, Ghana, from 17<sup>th</sup> to 18<sup>th</sup> December 2001. The Workshop brought together researchers, policy-makers and experts in higher education research, to continue the discussion of the emerging proposal for Phase 3 of the ***Study Programme on Higher Education in Africa*** initiative.
- ✍️ Joel Babalola and Gerald Kimani of Batch 3, were participants at a workshop under the theme "African Higher Education: Research and Capacity Building Initiative". The workshop, which was jointly organised by the AAU and the Social Science Research Council (SSRC) of New York from June 7 - 8, 2001, brought together donors, individual researchers and representatives of research and advocacy institutions as well as higher education policy makers. The workshop sought to sharpen the research agenda for Phase 3 of the ***Study Programme***, develop an implementation strategy, identify possible research themes, and organize activities in ways that constructively complemented and added value to the work of the AAU. The workshop also aimed at underlining the role of systematic research in informing the ongoing process of higher education



transformations, as well contributing to the development of individual and institutional capacities to carry out research. Babalola and Kimani chaired discussions on “Programme Implementation: Case Studies, Participants & Products” and “Future Research Themes”.

#### *AAU Sponsored*

- ✍ James Letuka (*Batch 3*) & Babalola (Batches 2 & 3): “Policy Workshop on Contemporary AAU Research Results on University Management”, University of Ibadan, Nigeria, 22 - 23 April 2002.
- ✍ A panel of **AAU Study Programme** researchers consisting of Erasmus S. Kaijage (University of Dar-es-Salaam), Gerald N. Kimani (University of Nairobi), and Muhammad K. Mayanja (Makerere University), together with Dr. Harald Schomburg (Centre for Research on Higher Educational Work, University of Kassel, Germany), Resource Person of the **AAU Tracer Studies Programme**, made a presentation at the International Conference on “Globalisation and Higher Education: Views from the South”, held in Cape Town from 27 - 29 March 2001. The panel, chaired by Professor Akilagpa Sawyerr, Director of Research and Co-ordinator of the **Study Programme**, made presentations on: “*How to Conduct Tracer Studies in Africa: Approaches and Experiences*” (Kimani), “*The FCM Graduate: A Tracer Study Of The Faculty Of Commerce And Management Graduates (University of Dar-es-Salaam)*” (Kaijage) and “*A Comparative Study Of Makerere University Graduates of The Faculties of Arts and Sciences*” (Mayanja) (See Attachment 4 for a report on the conference and abstracts of papers presented by the AAU team). The conference discussed the important question of the implications of the current phase of globalisation on higher education, particularly in the South. The presentations of the panel were very well received and the general view was that, there was the need for many more such empirical studies as the base for policy-making in Africa.
- ✍ Musa K. Jinadu (*Batch 2*): Conference on “Medical Education”, Cape Town, South Africa. February 2000.
- ✍ Joel Babalola (*Batches 1 & 3*) & Muhammad Mayanja (*Batch 1 & Tracer Group*): Salzburg Seminar on “Higher Education”, Vermont, USA. July 2000.
- ✍ Four researchers undertaking **Tracer Studies**, Messrs Kaijage, Omoifo, Omeje and Mayanja<sup>5</sup>, were expected to participate in an extended workshop on “Higher Education and Graduate Employment in Africa: results of 10 Tracer studies” sponsored by the Study Programme and held in Kassel, Germany, in August 2000. All except Mayanja who backed out as a result of unforeseen problems, attended. The workshop was organised at the Centre for Research into Higher Education and Work, at the University of Kassel, Germany, and supported by the German Academic Exchange Programme (DAAD), with travel grants for the researchers. The objectives of the workshop were to prepare an international database using the results of 10 tracer studies for comparative research, to give the researchers further training, and to contribute to a comparative study. The researchers received training in advanced methods of data analysis such as the analysis of variance, factor analysis and regression analysis. Besides this, the researchers prepared and presented drafts of the reports: “*Study in the Retrospective View of Graduates*” (Omoifo); “*Transition from study to work*” (Omeje); and “*Employment and Work*” (Kaijage). These drafts will constitute three chapters of the planned book on *Higher Education and work in Africa – Results of 10 Tracer Studies*. (See Attachment 5 for a report on the visit).

In addition to the conferences, seminars and workshops organised by the AAU, or to which researchers were sponsored by the AAU, researchers were invited in their own right to other events. These include:

<sup>5</sup> This researcher withdrew at the last minute owing to unforeseen circumstances.



### By Direct Invitation

- ✍ Njoku Ola Ama (Batch 4): “Teach your very best Conference”, Windhoek, Namibia, 7 – 9 January 2002.
- ✍ Isaac N. Obasi (Batch 3): International Conference on “Financing of Higher Education in Eastern and Southern Africa: Diversifying Revenue and Expanding Accessibility”, Dar es Salaam, Tanzania, March 2002.
- ✍ James Letuka (Batch 3), Dinah Mwinzi (Batch 4), Njoku Ola Ama (Batch 4), and Isaac N. Obasi (Batch 3): International Symposium on “African Universities in the 21<sup>st</sup> Century”, held at the University of Illinois at Urbana – Champaign, U.S.A., April 2002.
- ✍ Muhammad Mayanja & Gerald N. Kimani: CODESRIA General Conference, Kampala, Uganda. Dec. 2002.
- ✍ Ruth, D. W.: Conference on “Globalisation and Higher Education”, University of the Western Cape (R.S.A.) And Society for Research into Higher Education. 27 – 29 March 2001.
- ✍ Muhammad Mayanja (Batches 2 & 3): “Privileges lost, responsibilities gained: reconstructing higher education”, Columbia University, New York, mid-June, 2001.
- ✍ James Letuka, Gerald N. Kimani and Babacar Thiaw, participated in a Ford Foundation sponsored conference under the theme “Innovations in African Higher Education” held in Nairobi, Kenya, from October 1 to 3, 2001. Other participants included other researchers, university leaders, higher education policy analysts and donors. The AAU researchers contributed substantially to the discussions.
- ✍ Ruth, D. W. (Batches 2 & 3): Conference on “Human Capital for Socio-economic development: The Role of Higher Education”, Centre for Higher Education Transformation and the University of Fort Hare, South Africa, Eastern Cape, South Africa. 27 – 30 October, 2001.
- ✍ Muhammad Mayanja: “Graduate employment: incorporating university-industry partnership in the equation”, Fort Hare University, South Africa, 27 - 30 Oct. 2001.
- ✍ Damian Ruth (Batches 2 & 3): “Reframing and Revealing; a role for higher education in South Africa”, Fort Hare University, South Africa, 29<sup>th</sup> Oct. 2001.
- ✍ Farid Boubekeur (Batches 2 & 3): “Intercultural Debate on Evaluation in Education”, University of Constantine, Algeria. Oct. 29 & 30, 2001.
- ✍ Christiana Omoifo (Tracer Group): Seminar on “Research in Higher Education in Africa”, Research Institute for Higher Education, University of Hiroshima, Higashi, Japan.
- ✍ M.K. Jinadu (Batch 2): “Stakeholder Workshop on Curriculum Review for University Education in Nigeria”, National University Commission, Abuja, Nigeria.

The Co-ordinator of the Study Programme also attended and made presentations at a number of conferences and workshops on matters related to the work of the programme. These included:

- a. *The Research Management Forum*, UNESCO, Paris, France, June 27 - 29, 2001.
- b. *World Bank Refresher Study Programme*, IDS, Sussex, Canada: June 24 - July 6, 2001.
- c. *Globalisation, Trade Liberalisation and Higher Education*, Victoria, BC: Sept. 8 - 14, 2001.
- d. *Innovations in African Higher Education*, Ford Foundation, Nairobi, Kenya: Oct. 1 - 3, 2001.
- e. *International Conference on Higher Education and African Development*, Yale Centre for International Area Studies, New Haven, Connecticut, USA. Oct. 18 - 21, 2001.
- f. Workshop on *African and North American Higher Education: New Partnerships, New Directions*, African Studies association (ASA), Rutgers University, USA. April 5 – 8, 2002.
- g. Autumn Conference of the Norwegian Council for Higher Education, Bergen, Norway (Discussant at session on *Cooperation in Higher Education and Research between Norway and countries in*



*the South and East*, and participating in session on Field Reports), Oslo, Norway. Sept. 30 - Oct.

1, 2002.

- h. Annual Conference of the African Studies Association (US), Washington, DC, USA. (Paper on "Challenges Facing African Higher Education"), Dec. 03 – 07, 2002.

These events exposed Study Programme Researchers to the professional life of higher education research and policy. They also provided opportunities for the Coordinator and the researchers to present the *Programme* and some of its products to the wider international community of higher education policy makers and researchers. Contacts established are likely to benefit the Programme.

#### *Attachments to Research Institutions*

Phase 2 continued the practice of sponsoring *Advanced Researchers* to undertake brief attachments at established institutions of higher education as a means of promoting professional growth and encouraging researchers to remain in higher education research. A number of *Advanced Researchers* benefited from these arrangements during Phase 2, as appears below:

- Mampusi Lututala: Institut de Recherche sur L'Economie de L'Education (IREDU), Dijon, France. May 2002.
- Léon Kabéruka: 7-day Attachment at Institut de Recherche sur L'Economie de L'Education (IREDU) Dijon, France. October 2001.
- Farid Boubekeur: Institut de Recherche sur L'Economie de L'Education (IREDU), Dijon, France. March 2001
- Kenneth Omeje, Erasmus Kaijage & Christiana Omoifo: One-month attachment at the Centre of Research into Higher Education and Work, University of Kassel, Germany. August 2000.

#### *Contributions to Higher Education Policy*

As previously indicated Study Programme researchers and their work touched policy and policy-makers in a variety of formal and informal ways. Among the formal instances were the following:

- ?? Ekong E. Ekong (*Batch 3*) currently the Director for Academic Planning at the University of Uyo, Nigeria, is a member of an Advisory Committee set up to counsel the government of the Akwa Ibom State of the Republic of Nigeria, on the establishment of a university of technology in the State.
- ?? Isaac N. Obasi (*Batch 3*), as a member of staff of the Social Science Academy of Nigeria, is involved in projects geared towards transforming Nigerian Universities. The projects include the following: Gender Institute; Electronic Interconnectivity Services; Supporting the establishment of Centres for Gender Studies; Supporting the mainstreaming of Child Labour Issues in the curricula of the Social Sciences; and the Resuscitation of Learned Societies in the Social Sciences.
- ?? Damian Ruth (Batches 2 & 3) is actively involved in implementation of Workload Policy at the Massey University, Wellington, New Zealand.

## **CHALLENGES**

Major challenges to the implementation of the Programme have been the late submission of *Reports* and *Essays* and sometimes, breakdown in communication between research teams and their Resource Persons. To address these problems, AAU solicits the help of Vice Chancellors to follow up on defaulting researchers and to re-establish contact. The AAU is also considering penalising the institutions of defaulting researchers by not considering their future grant applications.



During the period, some activities were either delayed or could not be performed because of slow take-up of invitations or problems with travel arrangements. The Invited Seminar at the Open University in Tanzania is yet to be held, while the following could not be taken up:

- ?? Support for collaborative research
- ?? Support for higher education studies
- ?? Identification and consultation with collaborating institutions

Consequently, not all Phase 2 objectives have been met, or met satisfactorily. Among the key remaining challenges are:

- ?? the creation of meaningful networks and communities of higher education researchers;
- ?? increasing the presence of women in higher education research;
- ?? increasing the participation of Francophone member institutions in the Programme; and
- ?? more direct linkage of Study Programme research with policy and policy-makers.

These and other challenges will be addressed under Phase 3, while greater efforts will be made to speed up or facilitate some of the outstanding activities.

Table 1 of Appendix 1 sets out the *Proposed* and *Actual* activities of Study Programme Phase 2.

## **FUTURE PLANS**

After two Phases of the Study Programme, lessons have been learnt and competencies, improved. The Programme is now preparing to enter a third phase, which will be defined by the following features:

- a. The central role of major research projects and the team approach as vehicles for production of original research, policy development, further capacity building and professionalisation of researchers;
- b. The introduction of a “Higher Education Training Institute” as a means of expanding the pool of potential African higher education researchers; and
- c. A more organic involvement of existing research institutions and centres, and similar structures in the work of the Study Programme.

In summary, the main elements of the new phase will be the use of existing research capacity both to generate and to disseminate much more widely new knowledge and insights on African higher education issues. Thus, substantial research projects will constitute the centerpiece of Phase 3, while wider dissemination of research results will assume much greater prominence than in earlier phases. Secondly, every effort will be made to put the research talent and skills identified and developed over the last nine years at the disposal of African higher education institutions, as well as the many on-going governmental and donor initiatives for supporting higher education in Africa. Thirdly, it is recognised that the sustainability and enhancement of research support for higher education policy depends, among other things, on raising the technical competence of the researchers, increasing their number to ensure ready availability, and providing a firm institutional basis for higher education research in all parts of Africa. Consequently, the core research projects will also serve as vehicles for enhancing the professionalism of the researchers so far trained under the Study Programme, as well as others who will join the project teams. Finally, it is expected that linking the projects to existing centres or other



structures and arrangements such as consortia, working groups and networks, will contribute to the creation of a solid institutional basis for higher education policy research and training on the continent.

## GOVERNANCE

### **Scientific Committee**

The Scientific Committee, as in Phase 1 of the *Programme*, provided leadership and ensured the scientific adequacy of both the training and the research output of the Programme. Membership of the Committee was drawn from among established higher education researchers and social scientists within Africa and from outside. Professor Lydia Makhubu, Vice Chancellor of the University of Swaziland, assumed chairmanship of the Committee in 2002, in succession to Professor Cyril O. Onwumechili, who led the Committee from its inception in 1993. The full list of current and past members of the Committee is set out in [Attachment 6](#). During the period under review, the Committee met five times for the eleventh to fifteenth meetings: London, UK, 30 – 31 August 1999; Pretoria, South Africa, 18 February 2000; Elmina, Ghana, 23 October 2000; Maputo, Mozambique, 22 June 2001; and Dakar, Senegal, February 14 2002. The meetings were normally scheduled as part of the training workshop programmes.

### **Secretariat**

The Research Section of the AAU Secretariat is responsible for the *'Study Programme on Higher Education Management in Africa'*. The section is staffed by the Coordinator and a Programme Assistant with occasional help from part-time staff, in addition to general support services provided by the AAU in technical, accounting and administrative matters. Staff of other sections of the AAU Secretariat are called in to help when occasion demands, such as during preparations towards major conferences, workshops etc.

### **Coordinator**

Professor Akilagpa Sawyerr, formerly Director of Research of the AAU, was Coordinator of the *Programme* from its inception in March 1993 until April 2003 when he was appointed Secretary-General. Currently, Professor Ivan Addae-Mensah, immediate past Vice-Chancellor of the University of Ghana, acts as a Consultant Coordinator for the *Programme*.

The position of Director, Research and Programmes<sup>6</sup>, has been advertised. It is hoped that by December 2003, a permanent Director would have been recruited to take over coordination of the *Study Programme*.

### **Support Staff**

The Coordinator is supported by a Programme Assistant, Mrs. Adeline Addy

## CONCLUSION

Generally, researchers under Phase 2 of the *Programme* displayed better knowledge of data analysis and other statistical packages and showed much potential for improvement in this direction given further training. Consequently, the quality of the output has been higher and has added further to the store of knowledge on Higher Education with particular emphasis on the African situation. It has also, created a

<sup>6</sup> Following the restructuring of AAU, the Research Department has been renamed *Research and Programmes* and will be responsible for a variety of projects in addition to the *Study Programme* and the Senior University Management Workshops (SUMA).

more favourable environment for the expansion and improvement of the Study Programme and the Association looks forward to a new phase, Phase 3.

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