

## **COMPILED ABSTRACTS**

### **Transnational Education and African Universities**

*Paul Tiyambe Zeleza*

The paper examines the implications of the emerging GATS regime and other forces behind the internationalization of higher education. It suggests that in the immediate future, as in the recent past and present, universities in different parts of the world will be unequally integrated into the new global system of transnational higher education. The challenge for Africa is to stem current and forestall future international educational inequalities and hierarchies by revitalizing its own universities and building regional centers of excellence and systems of intra-continental and international academic mobility, exchange, collaboration, connectivity, and regulation that generate and sustain empowering knowledge networks. The paper is divided into four parts. First, it briefly explores the old patterns of higher education internationalization. Second, it examines the new patterns that have emerged in recent years. Third, it interrogates the implications of the trade in higher educational services. Finally, it offers some suggestions on how African institutions of higher learning might meet the new challenges by constructing their own Pan-African networks rooted in regional integration schemes and the Diaspora option and by actively participating in international forums and agencies setting agendas and structures for transnational education at the global level.

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### **Transnational, Private and For-Profit Higher Education: Implications for Policy**

*Asha Kanwar*

This presentation will draw upon a recent report prepared for COL and UNESCO by the Centre for Policy and Change in Tertiary Education, University of Surrey, UK. It will focus on the role played by transnational, private and for-profit provision in meeting the demand for tertiary education in a sample of five countries (Bulgaria, Bangladesh, Jamaica, Malaysia). The impact of such provision on traditional tertiary

education providers as well as on the regulatory, legal and financial frameworks within the host countries will be examined with a view to discussing the implications for policy makers. By taking up some of the insights emerging from this research, it will be possible to generate discussion and debate on how these can be extrapolated to specific contexts and guide decisions on issues related to access, equity and quality.

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*Dr. Asha Singh Kanwar joined the Commonwealth of Learning (COL) as Education Specialist, Higher Education on 1 March 2003. Prior to joining COL, Dr. Kanwar was a consultant in open and distance learning at UNESCO-BREDA in Dakar, Senegal. A former Pro-Vice Chancellor of IGNOU and Director, School of Humanities, Dr. Kanwar has over 25 years experience of teaching, research and administration.*

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## **How Can Africa Maximise the Developmental Impact of Cross-Border Higher Education?**

*Conditions for Growth, Current Characteristics  
and Enhancement for Development*

*Richard Garrett*

This paper analyses global trends in cross-border or transnational higher education. 'Transnational higher education' is used here as a collective term encompassing higher education programmes from one country offered in another (programme mobility), and higher education institutions from one country establishing a campus in another country (institution mobility). The conventional form of transnational higher education is for students to travel abroad to study. Rising costs for the student, and government concern over brain drain and lost revenue prompted an alternative model, whereby the provision travels to the student. Transnational higher education has a mixed reputation. To some it is a positive force for capacity-building in transition economies, while to others it smacks of cultural imperialism and is said to often have a negative impact on domestic institutions (e.g. offering only 'popular' programmes, diverting students and income away from domestic institutions). To date, much of Africa has remained relatively untouched by transnational higher education. Thus 2005 is an ideal opportunity for Africa to learn from the experience of other countries, and attempt to maximise the potential benefits of transnational delivery, and minimise the potential drawbacks. To help understand 'when' different African countries might be perceived as 'attractive' markets for transnational delivery, a conceptual model of the conditions for growth of transnational import/ export is offered below. The paper uses data on the United Kingdom (a major source of transnational higher education) as a way of explicating the nature of transnational delivery in its current form, and to raise questions about the development potential of this activity. It is argued that by addressing these issues African policy-makers may work towards a clearer perception of what transnational delivery is capable of in developmental terms.

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*Mr Richard Garrett is the Deputy Director of the Observatory on Borderless Higher Education, London, UK. He was a member of the consultancy team for the international 'Business of Borderless Education' project in 2000, and has extensive experience in higher*

*education research and consultancy. Prior to joining the Observatory, Mr Garrett was a researcher at the School of Educational Studies, University of Surrey, UK, and has also worked for the UK Quality Assurance Agency for Higher Education.*

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## **Transnational Education and Trade: Towards a Progressive Response by (South) African Higher Education**

*Thandwa Mthembu, Felicity Coughlan and Lynda Murray*

Even though the General Agreement on Trade in Services (GATS) was finally reached in 2000, it was not until 2003 that the African educational system began to engage with, or rather protest to, its (de)merits robustly and publicly. But still, debates have hardly transcended emotion, ideology and dogma. Transnational education – in a range of forms – already constitutes a significant part of the higher education landscape in Africa and the rest of the developing world. This paper thus attempts to contextualise the responses to GATS and the ways in which transnational education is already being conducted. Further, it locates these within existing Africa's international relations, trade philosophy and regime, and its educational ethos. Using the South African educational system as an example, we argue that some elements and current practice of transnational education in South Africa are already significantly discordant with the country's international relations, trade philosophy, practice and educational ethos, while others may be considered much more congruent. This discordance is reflected in various responses to GATS as it is likely to apply to higher education. South African higher education institutions, it can be argued, have already established a somewhat aggressive record in transnational education within the SADC region and beyond. Given this, we assert that there are more creative and innovative ways of responding to demands on transnational education practice, in particular those brought about by GATS. To assist us in responding to the transnational education, we present a three-dimensional framework that consists of three sets of interacting variables.

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## **Colonialism Reborn: An Onslaught on Our Autonomy**

*Hein Redelinghuys*

**Scope:** The scope of the paper is limited to Higher Education in Africa, indicating that GATS is merely a shift from one form of colonialism to another by the “liberalisation” of services, including education. But to understand the full impact and

the implications that the liberalisation of services (education) will have on Africa, it is important to first look at the workings of the WTO and GATS and how these rules affect the world trade, and in particular, the effect of these trade rules on developing countries. In the past, there were no international rules for developed countries regulating colonial expansion which took place by force. Today, rules are being devised to govern “white collar” expansion. In the past, developing countries were taken over as colonies, subservient to the Mother countries where the land and wealth of the developing countries served the interests of the developed countries. Today, rules are drafted for “white collar” legal services takeovers, reducing or eliminating the autonomy and powers of the governments of developing countries. This is merely another sophisticated concealed form of colonialism

***Nature of Education:*** It Is Not a Commodity.

***Governments’ Responsibilities:*** The nature of education is such that the jurisdiction over education in a country should entirely be in the hands of national authorities and should rest with the different levels of government. The interests of the people should be placed first and education and its policies should remain in the hands of the democratically elected governments to serve the aspirations of the people who elected the governments. Governments must allow themselves the policy-making freedom to ensure that the educational needs of their citizens can be met. It is the governments’ responsibilities to see that education systems can prepare citizens to effectively participate in an increasing globalising environment. But this is not the aim of GATS. “GATS is not merely something that exists between Governments. It is first and foremost an instrument for the benefit of business” (European Commission, 1999). GATS is not a development friendly agreement, but its aim is to remove all barriers for multinational corporations to make profit, regardless of the cost to the people and the environment

### **Approach to the Problem**

Governments should delegate higher education to Tertiary Institutions like Universities and Technikons and that it cannot be traded on the world market, but must serve the public interest and contribute to sustainable development and improvement of society as a whole. The needs of all sectors of human activity should be met by educating highly qualified graduates and creating knowledge by research. Cultures should be preserved and promoted by cultural pluralism and diversity. Life-long learning must be provided and people must be trained in the values underlying democratic citizenship. Governments’ responsibilities to educate, designated to universities, must remain in the hands of local competent bodies.

### ***Solution to the Problem and Safeguarding Our Autonomy***

Developing countries had been betrayed long before Cancun and the failure of the WTO Cancun ministerial meeting showed the power of Global Civil Society which can be described as the World’s second super power to protect our autonomy. Global Civil Society can serve as an engine to achieve sustainable development that is people orientated. Governments at all levels, Universities and Society as a whole should at all times be aware of the advantages to form a strong Global Civil Society to serve as a second super power.

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## **Cross Border Provision of Higher Education in Africa A Case Study of a South Africa-Rwanda Initiative**

*Leana R. Uys*

This case study describes the offering of a B Nursing (Honours) degree in Kigali, Rwanda by a University in South Africa. This offering was part of an ongoing collaboration aimed at human resource development in the area of health. It involved 14 students, who graduated in 2004. The case study elaborates on the institutional context of the cross-border programme, the process followed, and aspect of the programme and its delivery. Problems experienced by different role-players are described, and where possible, solutions which were applied, are also outlined. The outcomes of the project for students and institutions are listed.

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*Prof. Leana Uys is the Deputy-Vice Chancellor and Head of the College of Health Sciences of the University of KwaZulu-Natal in Durban, South Africa. She is a nurse by profession, and has been very active in building nursing and midwifery capacity in Africa as part of the work of the WHO Collaborating Centre for Nursing and Midwifery Development at this university. She is also an active researcher and an author of numerous textbooks.*

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## **Occupational Health and Distance Learning Program in Francophone Africa: An Original Experience**

*E.B. Fayomi and J. S. Bonny*

In French African countries, there are very few academic programs leading to a degree in occupational Medecine, and more for research.

FORST program project has allowed for the creation for a regional MSC program design to train professionals both in the speciality of occupational Medecine and in research in this field. It is based on a 3 year distance learning curriculum, making use of the internet to link all candidates with each other, and with their teachers on a continuous basis. Two intensive workshops bringing together students and professors complete the program.

This third year is dedicated to a small project. Each student carries out the project in his/her own national setting, under the joint guidance of a local tutor and a relevant

international specialist. The research result are written up in a thesis for a submission to the academic committee of the program.

Innovative aspects of this project are:

- 1) Establishment of a strong formal link between McGill (Canada), University de Lille (France), and 5 French countries including the acceptance by the country of Canadian Diploma as the culmination of this African program;
- 2) Creation of a regional network comprising the African universities collaborating in this program;
- 3) Electric linking via the internet which are strengthened the bonds between institutions and facilitated distance learning for the candidates;
- 4) Candidates train as they work in their present jobs, thus ensuring both the relevance of the learning context and preserving their present productivity.

The inclusion of African professors in the network, which has ensured the Africanization of the program in the short to medium term.

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## **Trade in Services and the Future of Higher Education in Africa : The Building Blocks for Guinea**

*Sékou Falil Doumbouya*

This paper examines, from the Guinean perspective and that of higher education policy, some links between international trade and educational services. It shows that international trade in educational services impacts on the objectives of the education policy of Guinea: access and equity, quality assurance, and recognition. The paper also notes that the expansion of international trade is unavoidable and pressures in favour of the liberalisation of higher education services under the framework of multilateral trade agreements such as the World Trade Organisation's (WTO) General Agreement on Trade in Services (GATS) will gradually impose itself. Finally, it recommends that higher education policy makers and researchers help to gather information and knowledge that will inform decision-making in this sector.

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*Mr. Sékou Falil Doumbouya is an expert and Head of Research Unit on Economic Policy Study (CEPEC), in Guinea. He studied at the National School of Statistics and Economic Management (ENSAE) of Paris, France. He is a consultant on the regional marketing policy of WTO and at the University Mohamed V in Rabat. Mr. Doumbouya has carried out several studies on trade in services and international negotiations.*

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## **Quality Assurance Monitoring of Transnational On-Line Teaching and Learning in Higher Education: A Constructivist Perspective**

*Shelley Yeo, Peter Taylor and Martijntje Kulski*

Curtin University of Technology in Western Australia, in partnership with the African Virtual University (AVU), began delivering Business Studies degree and diploma programs in online and mixed-mode format in four partner African institutions in Semester 1, 2004. Evaluation of the quality of program delivery, online instruction and students' learning experiences has been planned as part of the initial and on-going delivery phases. This paper focuses in particular on the formative evaluation of students' learning experiences.

Quality assurance processes in Australian universities normally include a range of instruments designed to obtain systematic feedback from students about their experiences. One model of classroom evaluation and feedback, growing in popularity in higher education throughout the world, is an assessment of the classroom psychosocial 'learning environment'. In essence, learning environment instruments provide information about the effectiveness of a learning situation, explored through the perceptions of the learners about themselves, others and the physical environment. This model of evaluation was chosen for the formative evaluation of learning for Curtin University's AVU project.

This paper describes the process by which the Constructivist On-Line Learning Environment Survey (COLLES) has been modified for use in transnational higher education—in this case four African countries. Issues surrounding the following are addressed:

- African teaching staff and students' understandings of the concept of systematic evaluation and feedback processes;
- online delivery of surveys to African countries; and
- adapting the instrument for the African context.

Some results of the first semester evaluation are presented. Finally, we discuss the decision to use an evaluation instrument based on constructivist epistemology and its implications for future use in African higher education.

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*Dr Shelley Yeo is a lecturer in staff professional development in the central academic staff development unit of Curtin University of Technology, Western Australia. Among her research interests are student learning and learning experiences in higher education, especially in physics education. Her involvement with Curtin's African Virtual University Project has been evaluating students' learning experiences as well as validating a learning environment instrument for use in African higher education classrooms.*

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## **The Higher Education Quality Management Initiative for Southern Africa (HEQMISA)**

*T.N. Ngwira, A.P. du Toit, A.P.N. Thapisa, L.A. Kamwanja and C.B.A.  
Wollny*

The Southern African Development Conference (SADC) institutions of higher education have realized that in order for the higher education to achieve high quality and for the institutions to recognize each other's qualifications, quality management in these institutions of higher learning needs to be incorporated into all programmes. Stakeholders in higher education are currently insisting on accountability of the institutions as well as the cost-effectiveness of the programmes while ensuring quality of delivery of education. SADC has, therefore, endorsed the setting up of mechanisms for the implementation of quality management. The Vice Chancellors and Principals of various institutions have met several times resulting in the setting-up of an initiative known as the Higher Education Quality Management Initiative for Southern Africa (HEQMISA). HEQMISA, whose vision is 'The existence of high quality institutions of higher education accessible by all, effectively networking and able to contribute significantly towards national and regional programmes on improvement of human development, sustainable economic growth, poverty reduction, social justice and political stability in SADC,' is seen as a facilitator of change in the transformation of institutions of higher education in the SADC region, in line with the Millennium Development Goals and SADC Protocol on Higher Education. In addition, HEQMISA will facilitate the enhancement of the capacity of Higher Education Institutions to develop, manage and deliver high quality and innovative curricula, programmes and other activities. The initiative, in a participatory manner, will facilitate the process of regional networking and co-operation, the development and implementation of appropriate Quality Management Systems and the sharing of knowledge, information and experiences within the higher education institutions of the SADC Region.

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*Prof. Timothy Ngwira is the Chairman of the Task Force of the Higher Education Quality Management Initiative for Southern Africa (HEQMISA), a regional initiative operating within the mandate of SADC Protocol on Education and Training (1997). Under the now defunct SACCAR, he was Chairman of SADC Deans of Faculties of Agriculture. A Nutritional Biochemist by training, he has served for 14 years as deputy Dean and Dean of Agriculture in the Universities of Namibia and Malawi*

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## **Privatization, Internationalization and the Implication of GATS for Higher Education in Africa: The Case of Uganda**

*Muhammad K. Mayanja*

This paper examines the latest transformations of higher education in Uganda which has been largely driven through the process of privatization and internationalization. The process started with the opening up of a public University to private fee paying students. This transformed the Institution itself and also impacted on the wider society beyond Makerere borders. Internally, it impacted on the student numbers, the curriculum, staffing, space, the teaching of Science, ICT, research and the sustainability of the Makerere operations. Its impact on the wider society affected the higher education landscape and the entire education system, the private sector and the opportunities for different social groups in Uganda to access higher education – equity. Government recognized the fact that higher education would grow faster and serve society more effectively if it was freed and made more autonomous from Government control. A new law giving public Universities autonomy and opening up higher education for private sector entry on the one hand and on the other setting up the NCHE to accredit universities and assess qualifications to distinguish recognizable certificates from faked one was enacted. A number of international higher education actors also recognized the change and responded by building all types of relationship with Makerere University. The development partners came in to supplement the University's effort to develop its capacity; a limited number of international students have joined Makerere University for their studies and the University has established various collaborative relationships with various universities. Further more, cross boarder higher education providers are appearing on Ugandan higher education scene although their impact is not yet felt. These include: twinning arrangements with other universities, satellite campuses, cross border distance delivery and virtual teaching and learning. These exiting developments have in many ways made higher education relatively compatible with market operations which the opening up of higher education under the General Agreement on Trade and Services (GATS) is trying to achieve. The recommendation of the study therefore, is that Uganda should be more receptive to GATS and move a step forward to try out some of its aspects on pilot basis preferably using some of the specific requests and offers it has received. This should be done within the context of revitalizing higher education to spur the economic development in Africa.

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## **Cross-Border Provision and the Future of Higher Education in Africa: A Case Study of Ghana**

*Abena D. Oduro and Bernardin Senadza*

An important feature of Ghana's tertiary education landscape is that of demand far outstripping the public sector's capacity to supply. The establishment of private tertiary institutions and cross-border provision of tertiary education services are partly closing this gap. An interesting development in the cross-border provision is that Ghana is emerging as an exporter of education services. GATS and cross-border provision brings with it many opportunities as well as challenges. These include issues of funding, student access, accreditation and quality assurance, recognition of qualifications, teaching and research and academic mobility and employment. Thus as it opens up to cross-border provision (in or outside of GATS) Ghana must position itself to maximize the benefits and minimize the costs.

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## **Quality Assurance in Transnational Education: Implications for Higher Education in Africa**

*Emile Rwamasirabo and Maria Beebe*

This paper deals with the third sub-theme on assuring quality in transnational education and its implications for higher education in Africa. First of all, this paper will highlight the policy guidelines on "Quality Provision in Cross-Border Education" being drafted by UNESCO/OECD within the context of globalization, trade-in-education, and the use of information communication technologies in education. Secondly, this paper will examine the quality assurance trends in Africa, through regional, sub-regional and national efforts and compare these with trends in Asia, Europe and the U.S., in light of the challenges brought about by the different forms of transnational education that are emerging. Finally, this paper will identify the gaps in national, sub-regional and regional policies and strategies to respond to the quality assurance challenges brought about by transnational education in Africa and suggest how AAU as a body can address these challenges.

Policy guidelines on "Quality Provision in Cross-Border Education" have been proposed as a joint effort by UNESCO and OECD in April 2004. These guidelines would have been drafted prior to the AAU 11<sup>th</sup> General Conference in February 2005. These guidelines will address the following policy objectives: protection of learners from the risks of misinformation, low-quality provision, and qualifications of limited validity; greater transparency of qualifications to enhance international

validity and portability; international recognition of qualifications; and international cooperation among national quality assurance and accreditation agencies. These guidelines are meant to build on existing national and international initiatives, such as the UNESCO Convention on the Recognition of Qualifications; UNESCO-CEPES/Council of Europe “Code of good practice in the provision of transnational education; and the UNESCO Global Forum on Quality Assurance, Accreditation and Recognition of Qualifications. The question is what is at stake for higher education institutions and for AAU in the adoption of these guidelines?

As early as 1981, African States adopted the Arusha Convention for the Recognition of studies, certificates, diplomas, degrees, and other academic qualifications in higher education. This convention was revised in June 2002 and later amended in June 2003. The AAU has prepared a Quality Evaluation Guide. Several sub-regional efforts include the CAMES experience, the SADC commission on higher education, the Higher Education Network for Innovation in the Arab States, the Inter University Council of East Africa. National examples include the Higher Education Quality Committee in South Africa. Several questions need to be raised: are these quality assurance criteria applicable to new forms of transnational education, such as Internet-based education? How do existing regional, subregional and national quality assurance policies and strategies in Africa (a) compare with other national, such as the U.S., and regional efforts, such as the Asian-Pacific Network and European Network for Quality Assurance and (b) align with the UNESCO/OECD policy guidelines?

African higher education institutions in Africa and elsewhere face several challenges: do the above various regulatory frameworks have a real impact on the bulk of these institutions anyway? Is there any link between these various systems to allow students and staff mobility on the continent? How best to balance national authority with international guidelines on assuring quality. Moreover, African higher education institutions must be actively engaged in defining international, regional and national quality assurance guidelines, meet those guidelines, and become competitive transnational education providers.

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## **Responding to the Challenges for Quality Assurance in Transnational Education**

*Jennifer Weir, Fiona Wright, Martijntje Kulski and Beverley Oliver*

Universities in Australia and Africa are experiencing challenges faced by tertiary institutions around the world including the massification of higher education,

internationalisation, and quality assurance. Alongside global transformation, South African institutions for example have been responding to the racial, regional and gender inequalities of apartheid higher education. Student numbers have increased even in those countries experiencing civil war. While higher education institutions around the world have much in common, there is also much that is different in Africa. In addition, many African universities experience factors unlike those in developed countries.

Higher Education systems in developing countries are under great strain. They are chronically underfunded, but face escalating demand —approximately half of today's higher education students live in the developing world. Faculty are often underqualified, lack motivation, and are poorly rewarded. Students are poorly taught and curricula underdeveloped.... Quite simply, many developing countries will need to work much harder just to maintain their position, let alone catch up (The Task Force on Higher Education and Society 2000: 10).

As with universities in developed countries, the increasing demand for higher education in Africa means that they must do more with less, which has implications for quality. Responses have included increasing partnerships with foreign institutions, virtual initiatives, and private providers and, in this context, a number of Australian universities now offer degree and diploma programs under varying arrangements in Africa. The paper explores some of the issues involved in the design and delivery of transnational education with a focus on the extent to which Australian frameworks and methodology for quality assurance ensures the provision of high quality educational programs to students in Africa as well as the implications for African institutions offering programs accredited by partner universities in Australia.

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## **Access, Efficiency, and Equity Considerations of the World Bank's African Virtual University Project: A Case Study of Kenya**

*Fredrick Muyia Nafukho*

University of Arkansas

This paper seeks to accomplish four objectives. The first is to examine the historical development of AVU; an information technology (IT) distance learning project initiated by the World Bank in Kenya and now in over thirty sub-Saharan African countries. The second is to evaluate access, efficiency and equity implications of the World Bank's education policies in Africa with special attention to Kenya. The third is to critically examine the success and failures of the AVU as a crossborder delivery method of higher education. The fourth is to provide a model for design and

successful delivery of international virtual learning programmes. To achieve these objectives a critical analysis of relevant literature was conducted. The literature search included computerized search of accessible and available material on AVU and distance education in Africa, manual search of existing literature, and communication with key subject matter experts to locate published and unpublished studies. The results of the study show that AVU's design and implementation in Africa was flawed like many other World Bank education projects. While distance learning should lower costs of higher education, this is not the case in Kenya. A model for design and successful delivery of online partnership programmes is recommended.

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*Fredrick Muyia Nafukho holds a Ph.D. in Human Resource Development from Louisiana State University, where he was a Fulbright Fellow (1996-1998), an M.Ed (Economics of Education), and B.Ed Business Education and Economics from Kenyatta University. He is an Associate Professor of Adult Education and Human Resource Development, University of Arkansas, USA. Prior to joining U of A, he was a Senior Lecturer and Head, Department of Educational Administration, Planning & Curriculum Development, Moi University Kenya. He is the recipient of numerous grants and the author of over 60 articles, book chapters, and two books.*

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## **Case Studies: Three African Regional Collaboration Programmes Based at The University of Pretoria**

*Christof Heyns*

This paper focuses on three Master's programmes based in Africa, and attracting students from across the African continent – one in human rights law, one in the law of trade and investment and one in the economics of trade and investment. Their essential features are described, as well as some of the lessons learnt from the introduction of these programmes. It is concluded that such programmes have a significant role to play in Africa.

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*development work in the region. Lecturing experience include papers on human rights issues in South Africa, Uganda, Tanzania, Mozambique, Egypt, Côte d'Ivoire, Iceland, the USA, Germany, Sweden, Norway, Portugal, Spain, Portugal, Norway and the People's Republic of China. Books include **Human Rights Law in Africa Series** (published by Kluwer, Netherlands) first volume: 1996; second volume: 1997, third volume 1998, fourth volume 1999. Co-editor of the **African Human Rights Law Journal**.*

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# **Cross-Border Provision and the Future of Higher Education in Africa – The Case of South Africa**

*Stephen Gelb and Chika Trevor Sehoole*

This paper provides an analysis of the challenges facing the South African higher education system within the context of pressures for the liberalization of its education markets through the General Agreement on Trade in Services (GATS). It explores the empirical dimensions of each of the four “modes of supply” covered by GATS (cross-border supply, consumption abroad, commercial presence and the presence of natural persons) as finding expression in higher education in South Africa. In particular the kinds of opportunities GATS presents for South Africa’s higher education system are examined. It poses the question: How should the South African government respond to the policy implications arising out of the liberalization of education through GATS negotiations? In addressing this question, the paper explores the following themes: (1) an economic overview of higher education in South Africa; (2) international and South African trade in higher education with reference to cross border supply, foreign student enrolment, the value of mode 1 and mode 2 Imports and Exports; foreign private higher education institutions and presence, (3) the implications of GATS and increasing trade in higher education in South Africa.

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