



AAU Leadership Development Workshop (LEDEV) Series

LEDEV V Workshop Report

Workshop hosted by National University of Science and Technology, Bulawayo @ Victoria Falls, Zimbabwe from 23 - 27 September, 2013



Acknowledgements

This document is the proceedings of the fifth AAU Leadership Development (LEDEV V) workshop held from 23 – 27 September, 2013 at Victoria Falls, Zimbabwe to enhance the leadership skills of university leaders, particularly in the promotion of innovation and the management of change. This report was prepared by Mr. Ransford Bekoe (Project Officer, AAU) as Rapporteur of the workshop, with assistance from Ms. Agnes Apedoe, Executive Assistant at the Secretariat of the AAU.

Special appreciation goes to the Vice Chancellor of National University of Science and Technology, Bulawayo in Zimbabwe, Prof. Lindela Rowland Ndlovu, as well as Prof. Stanley Mpofu (Director, Centre for Continuing Education, National University of Science and Technology, Bulawayo), Mrs. Buhlebenkosi Bumhira (Administrative Assistant, Centre for Continuing Education), and other members of the National University of Science and Technology Local Organising Committee who contributed immensely towards the resource and logistical planning of the workshop. Special thanks also go to the Resource Persons, namely: Mr. Theophilus Bhengu (for the Quality Assurance module); Mr. Denis Bérubé (for the Financial Management and Resource Allocation module); Prof. Goolam Mohamedbhai (for the Leadership and Governance of Universities module) and Mrs. Catherine Ngugi and Mr. Andrew Moore (for the Use of ICT as an Educational Tool module) for the efficient facilitation of their modules through intensive participant interaction over carefully selected case and other materials.

Lastly, our profound gratitude goes to all participants of the workshop, whose insights and contributions during the workshop led to its successful outcome.

Abbreviations

AAU	Association of African Universities
CEO	Chief Executive Officer
HEI	Higher Education Institution
ICT	Information and Communication Technology
NUST	National University of Science and Technology
QA	Quality Assurance
VC	Vice Chancellor

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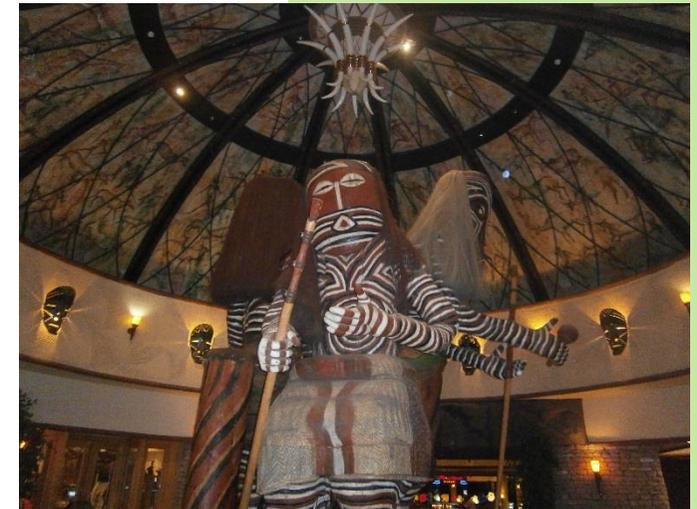
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1. Background, Purpose & Structure Of the Workshop

The Association of African Universities (AAU) runs the Leadership Development Workshop (LEDEV) series to enhance the leadership skills of university leaders, particularly in the promotion of innovation and the management of change. LEDEV workshops are a follow-up to the Association's successful Senior University Management Workshop (SUMA) series, which ran from 1992 to 2002. The current series forms part of the AAU Capacity Development Project for the Revitalisation of African Higher Education Institutions (AAU-CADRE), funded by the African Capacity Building Foundation (ACBF).

Previous LEDEV workshops have been held respectively in Windhoek, Namibia (August, 2007); Kigali, Rwanda (April, 2008); Dakar, Senegal (October, 2009) and Mombasa, Kenya (September, 2010) and themes that have been selected and facilitated from among the following:

- Strategic Planning in Higher Education Institutions
- Leadership and Governance in Higher Education Institutions
- Financial Management: Resource Mobilisation and Allocation; Financial Analysis, Reporting and Performance Monitoring
- Institutional Culture, Gender and Change
- Governance of Research
- Quality Assurance in Higher Education Institutions
- ICT and Research and Education Networking
- University leadership and the fight against HIV and AIDS



LEDEV is intended primarily for:

- Rectors, Presidents, Principals and Vice Chancellors
- Deputy Vice-Chancellors, Deputy Rectors, and Vice-Presidents,
- Directors of Institutes, Deans of Faculties
- Members of University Councils
- Heads and Deputy Heads of higher education regulatory agencies

To ensure effective interaction and exchange, the number of participants is limited to a maximum of 30, selected on the principle of “first come, first served”. Though participation is open to all involved in higher education leadership, preference is given to persons holding the positions listed above, as well as female applicants.

The fifth of the LEDEV series was organised at Kingdom Hotel, Victoria Falls, Zimbabwe from September 23 to 27, 2013. It was co-hosted by the National University of Science and Technology, Bulawayo in Zimbabwe.

This workshop was over-subscribed with 46 participants in attendance and supported by a five-member secretarial staff jointly from the AAU and the NUST.



2. The Host, Participants, & Facilitators

The Host: The National University of Science and Technology (NUST), Bulawayo

The National University of Science and Technology, located in the warm and friendly city of Bulawayo in the South West of Zimbabwe, was established by an Act of the Zimbabwe Parliament in 1991 as the second institution of higher education in the country.

The idea of a second university arose in June 1982 from the Report of the Vice Chancellor's Committee of Inquiry of the University of Zimbabwe into that University's high failure rates in 1980 and 1981. Following that, the then Minister of Education, Dr Dzingai Mutumbuka set up a Commission in 1987 to look into the question of a second institution of higher education in Zimbabwe.

The Commission presented its report to the President on 1 February 1989, and on 24 October 1990, the final draft Bill was presented to the Zimbabwe Parliament for approval. The name "National University of Science and Technology (NUST)" was adopted for the new university situated in Bulawayo and on 8 April 1991, NUST opened for the very first time with 270 students.

Prof. Phinias M. Makhurane was appointed as the inaugural Vice-Chancellor of the University on 19 May 1991 while the second and current Vice Chancellor, Prof. L. R. Ndlovu, was appointed on 14 October 2005. Prior to his appointment, Prof. Ndlovu had been the University's Pro-Vice Chancellor (Academic and Research) since 2001.

NUST strives to become a flourishing and reputable institution not only in Zimbabwe and in Southern Africa but also among the international fraternity of universities.



Prof. Lindela Ndlovu, current Vice Chancellor, NUST



One of the University's fleet of vehicles

Workshop Participants

The workshop attracted 46 registered participants from 9 countries across the continent in the following 23 institutions:

- Instituto Superior Politécnico de Tecnologias e Ciências, **Angola**
- Botho University, **Botswana**
- All Nations University College, **Ghana**
- Ghana Institute of Management and Public Administration (GIMPA), **Ghana**
- Regent University College of Science and Technology, **Ghana**
- University of Cape Coast, **Ghana**
- Kwame Nkrumah University of Science and Technology, **Ghana**
- Eduardo Mondlane University, **Mozambique**
- National Council for Higher Education (NCHE) Secretariat, **Namibia**
- Bayero University, **Nigeria**
- Federal University of Technology, Minna, **Nigeria**
- Benue State University, Makurdi, **Nigeria**
- IBB University, LAPAI, **Nigeria**
- University of Calabar, **Nigeria**
- Abubakar Tafawa Balewa University, Bauchi, **Nigeria**
- Puntland State University, **Somalia**
- Copperstone University, **Zambia**
- Zimbabwe Council for Higher Education, **Zimbabwe**
- National University of Science and Technology, Bulawayo, **Zimbabwe**



Participants in a group photograph, Day 1 of the Workshop



- Bindura University of Science, Zimbabwe
- Great Zimbabwe University, Zimbabwe
- Africa University, Zimbabwe
- Reformed Church University, Zimbabwe
- Lupane State University, Zimbabwe
- University of Zimbabwe, Zimbabwe
- Zimbabwe Open University, Zimbabwe

The statistical composition of the participants was made up of:

	Total Number	Females
University Board	1	1
Rep. of Regulatory Bodies	4	1
VCs/Presidents /Rectors	18	1
Pro/Deputy Vice Chancellors	6	1
Deans	7	
Directors/Deputy Directors	9	1
Registrar	1	1



The Workshop Facilitators

1. THEO BHENGU

Mr. Theo Bhengu is a seasoned professional in the field of higher education. He started his career as an academic and an academic development practitioner. In a career spanning over 23 years, he has spent over 17 of these years in different capacities within the South African higher education system.

His intellectual and practical engagement with quality assurance in higher education can be traced back to his experience at the Council on Higher Education (CHE) in South Africa where he spent eight years with managerial responsibilities for accreditation, quality promotion and capacity development, and exposure to institutional audits and higher education policy. He was part of the early conceptualisation of the national quality assurance system for higher education in South Africa.

In pursuit of more intellectual challenges, after the CHE Theo joined Higher Education South Africa (HESA), an association of university vice-chancellors in South Africa, where he was responsible for advocacy and stakeholder engagement. He became an independent higher education consultant and is currently the Director of Special Projects and Advisor to the Vice-Chancellor at the Tshwane University of Technology (TUT).

With two Masters degrees, one in African literature and the other in higher education studies, Theo has engaged with a number of countries on the African continent on quality assurance, has published on quality assurance in higher education, and has been with the AAU's Leadership Development Programme since 2007.



The Workshop Facilitators

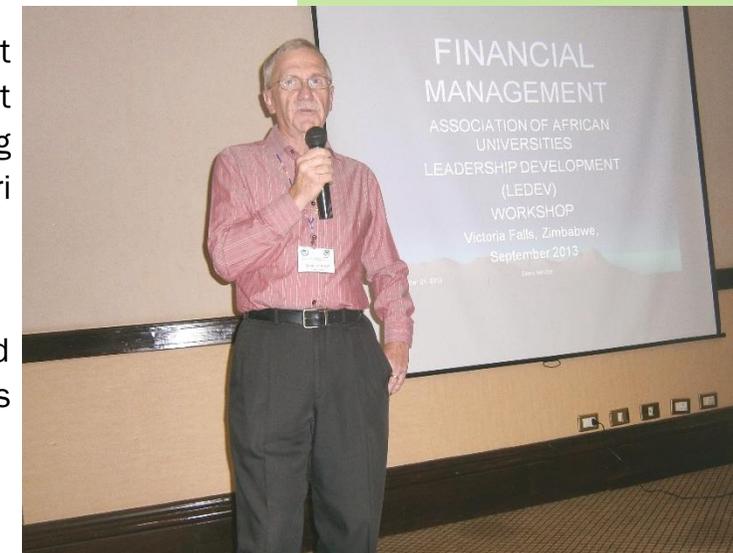
2. DENIS BERUBE

Over the past 32 years, Mr. Denis Bérubé has held various senior financial positions in a number of universities in Canada and Africa, most recently as Assistant Vice President for Administration and Finance at the Simon Fraser University in Vancouver.

His long professional career has always included an unwavering commitment to training, both nationally and internationally. He often gave presentations in the areas of financial management and budgeting at the annual conference of the Canadian Association of University Business Officers where he recently received a distinguished service award.

Denis is also recognized in Canada as an instructor on the University Management Course (UMC) offered by the Centre for Higher Education Research and Development (CHERD). He also delivers on-line courses on financial management and budgeting through CHERD. Since 1991, Denis has taught executives in Africa, Mexico and Sri Lanka.

Denis is an accredited accountant and a member of the Canadian Society of Certified Management Accountants. He is a practitioner of financial management and his workshops are always very pragmatic and current.



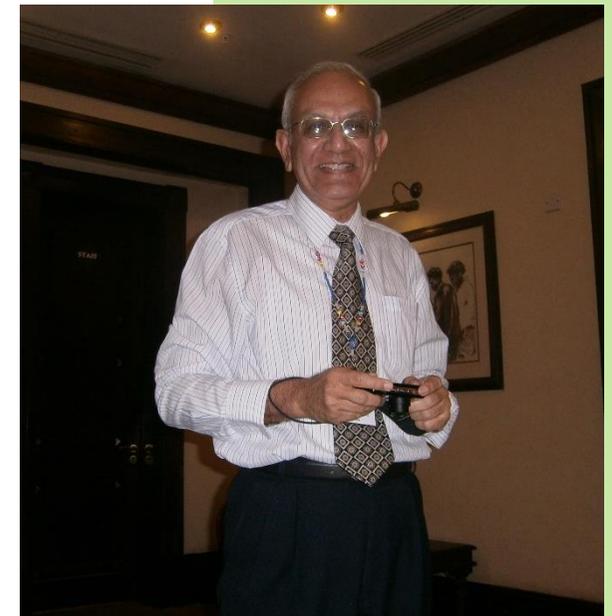
The Workshop Facilitators

3. GOOLAM MOHAMEDBHAI

Prof. Goolam Mohamedbhai obtained his Bachelor's and Doctorate degrees in Civil Engineering from the University of Manchester, UK and did his postdoctoral research at the University of California, Berkeley under a Fulbright Award. He joined the University of Mauritius in 1972 as Lecturer in Civil Engineering and, over the 33 years of his academic career at that institution, he served as Head of Civil Engineering Department, Head of the School of Engineering, Pro-Vice-Chancellor for Research and Consultancy, and finally Vice-Chancellor from 1995 to 2005.

Prof Mohamedbhai served as Secretary-General of the Association of African Universities in Accra, Ghana from 2008-2010 and was President of the International Association of Universities from 2004-2008. From 1998 to 2005, he was Chairman of the Administrative Council of the University of the Indian Ocean, a regional association of higher education and research institutions in Comoros, Madagascar, La Reunion, Mauritius and Seychelles. He has served on the Council of the Association of Commonwealth Universities for several years and was Chairman from 2003-2004. He was also Chairman of the Regional Scientific Committee for Africa of the UNESCO Forum on Higher Education, Research and Knowledge from 2005-2008. From 2007-2013 he has been serving as a member of the Governing Council of the United Nations University, Tokyo, Japan. He is a founding Fellow Member of the Mauritius Academy of Science and Technology, and was recently appointed a member of the Council of the National University of Lesotho. He is the recipient of honorary doctorates and awards, the latest one being the Symons Award 2009 from the Association of Commonwealth Universities for outstanding contribution to the Association and to the Commonwealth

Prof Mohamedbhai now operates as an independent higher education consultant with special interest in African universities. He has worked for several international organizations, including the World Bank, the Swedish Agency for International Development Cooperation (Sida), the Association for the Development of Education in Africa (ADEA) and the Association of African Universities.



The Workshop Facilitators

4. CATHERINE NGUGI

Catherine Ngugi has been the Project Director of OER Africa, a Saide Initiative, since its inception in 2008. Since that time she has been responsible for diversifying both its product offering and its funding base. She holds an MA from the University of London's School of Oriental and African Studies (SOAS).

Catherine began her career in the private sector, working for a multinational manufacturer. She has worked with the Council for the Development of Social Science Research in Africa (CODESRIA), where she initiated and designed the CODESRIA Endowment Plan. She also facilitated the funding by SIDA (Swedish International Donor Agency) of the Oxfam GB West Africa Regional Girls Education Programme. A Rockefeller Associate of the African Gender Institute, Catherine has co-edited various publications including the eight country report on Information and Communication Technologies (ICTs) and Higher Education in Africa. Her work has been published in the journals Kwani, Journal of African Cultural Studies and Distance Education. Most recently she contributed to Perspectives on Open and Distance Learning: Open Educational Resources and Change in Higher Education: Reflections from Practice, COL, UNESCO (June 2012).



5. ANDREW MOORE

Mr. Andrew Moore completed a M.Ed degree specialising in Computer Assisted Education at the University of Pretoria in 2002. He also has 14 years' experience of teaching secondary education in Cape Town (Westerford High), Durban (Kearnsey College) and Johannesburg (St Stithians College) where he was appointed Director of IT (Academic). He has worked at Neil Butcher and Associates since 2004 where he has worked as an author, materials developer, instructional designer, web interface designer and educational technology trainer. He is currently a project manager supporting educational technology projects that exploit Open Education Resources (OER) at Higher Education institutions in Ghana, Guyana, India, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Tanzania and Uganda.

3. Opening Ceremony

Day One of the workshop commenced at 10:30am on September 23, 2013 with the Master of Ceremonies and Chairperson of the Local Organising Committee of the workshop, Prof. Stanley Mpofo, welcoming all participants to Victoria Falls. In a brief address, he noted that the dynamism of our current world demands that we update ourselves regularly in order not to be left behind.



He followed up with a roll call of countries represented by their institutions, and categorised the assembly into 4 groups comprising of 1) Heads or Permanent Secretaries of Government Departments; 2) CEOs and Deputy CEOs, Heads and Deputy Heads of higher education regulatory agencies; 3) top level university management, mainly Rectors and Deputy Rectors, Presidents and Deputy Presidents, Vice-Chancellors and Deputy Vice-Chancellors; and 4) middle level University managers such as Deans and Deputy Deans of Faculties, Directors and Deputy Directors of Institutes, Heads and Deputy Heads of Departments.

The warm welcome remarks were followed by the introduction of Prof. Etienne Ehouan Ehile, the Secretary-General of the AAU by Mr. Ransford Bekoe, the project officer in charge of the LEDEV workshop series at the AAU Secretariat.



Opening Ceremony....2



The AAU Secretary-General gave a historical account of the formation of the AAU, from an initial number of 34 universities in 1967 to the current over 300 HEIs spread within 45 countries and across the five sub-regions of Africa and over all the major linguistic distributions on the continent. He noted that Africa's entry into the 21st Century was with an education deficit at every level, a situation worsened by the continent's inability to take advantage of the full potential of available technology. He was however optimistic that as institutional leaders, participants were capable of providing that strategic direction and leadership to their institutions, especially in securing and continuing the growth of their institution's financial base, and in taking a principal role in fundraising.

He ended his speech by indicating how the workshop should have covered all the modules listed under the LEDEV workshop series but for the time of university Vice Chancellors away from their institutions.



The next speaker, the Vice Chancellor of the host university, Prof. Lindela Rowland Ndlovu, was introduced by Mr. Felix Moyo, the Director of Information and Public Relations at NUST.

Prof. Ndlovu noted that hosting the fifth LEDEV workshop was a major spike and professional provocation on NUST's 2013 calendar. He stressed on the importance of 'innovative leadership' as the main target of the LEDEV series through which institutions of higher learning can remain part of the transforming culture of *Techno sapiens*. He noted that the choice of Victoria Falls for the workshop presented a unique opportunity to participants view the awe-inspiring Victoria Falls, the wildlife, the bridge, the town and the mementos.



In concluding, he remarked that a workshop of this nature was an intellectual and social experience of a life time whose biggest challenge was not what to do with the gains from the workshop, but how to feed the benefits into our systems to counter challenges of the status quo and the 'business-as-usual-syndrome'.

The Opening Ceremony rounded up beautifully with a cultural display organised by NUST.

Aside the facilitation of Quality Assurance module, Day One concluded with a dinner hosted by NUST.

Module 001: Quality Assurance in African HEIs

The key concepts presented under the QA module facilitated by Mr. Theo Bhengu, were:

Quality Assurance: *the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced*

Quality Control: *the verification procedures (both formal and informal) used by institutions in order to monitor quality and standards to a satisfactory standard and as intended*

Quality Enhancement: *the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision*

Quality Assessment: *the process of external evaluation undertaken by an external body of the quality of educational provisions in institutions, in particular the quality of the student experience*

Quality Audit: *the process of examining institutional procedures for assuring quality and standards and determining whether the arrangements are implemented effectively to achieve stated objectives.*

Standards: *the levels of attainment against which performance may be measured. Attainment of a standard usually implies a measure of fitness for a defined purpose.*

Quality Culture: *the creation of a high level of internal institutional quality assessment mechanisms and the on-going implementation of the results. Quality Culture can be seen as the ability of the institution, programme etc. to develop quality assurance implicitly in the day-to-day work of the institution and marks a move away from periodic assessment to ingrained quality assurance.*

Accreditation: *the result of a review of an education programme or institution following certain quality standards agreed on beforehand. It is a kind of recognition that a programme or institution fulfils certain standards.*



Quality Assurance...2

In his presentation, Mr. Bhengu noted that QA mechanisms predate QA agencies and were largely internal and collegial focusing, among others, on the appointment of academics (external experts invited); moderation of assessment/external examiners, and review of curricula and teaching. The rise of private higher education and the paucity of cross-national borders and the concern of host countries on whether the quality provided was comparable to what is offered in the mother country led to the quest for assurance of value for money by the State and students against shrinking state subsidisation of higher education.

This demand for quality in higher education are principally for four purposes:

- ∞ **Fitness for purpose:** in line with the mission of the institution.
- ∞ **Individual and social transformation:** private vs public good notion of higher education
- ∞ **Value for money:** notion of students as customers
- ∞ **Fitness of purpose:** in terms of meeting national goals such as relevance and responsiveness to developmental challenges

The **Role of a QA Agency** then is to provide a value-adding system of external validation of what already obtains at the institution. QA agencies also have a responsibility to protect the public against poor quality higher education provision, as well as to assure the quality of the value and currency of qualifications.

The Facilitator gave the following as pillars of quality in higher education:

- Enabling environment in all areas that facilitate good teaching & learning
- Evaluation of academic programmes
- Review of students' academic performance
- Evaluation of undergraduate teaching and post-graduate supervision
- Evaluation of the student experience after graduation



Quality Assurance ...3

In 3 working group exercises, participants identified the following as some of the means of assuring quality in their institutions:



- Dedicated QA Units/QA Board with a very senior level management team
- Quality Assurance Policy at the institution (norms, standards and benchmarks)
- Board of Examiners/Board of Studies
- Academic Honesty Unit
- Cross-auditing of departments
- Institutional reviews/Accreditation and audits by international bodies/Internal accreditation teams
- ISO accreditation. Audits every six months by trained auditors.
- Staff development
- Continuous staff evaluation and appraisal.
- External assessment of staff for promotion and appraisal.
- Feedback mechanisms by students
- Process approach on quality – processes documented and an OMS available at a common portal.

The Facilitator concluded the session with a quote from John Brennan and Tarla Shah in *“Managing Quality in Higher Education: An international perspective on institutional assessment and change”*

A good reputation is an excellent basis for future success. A good reputation can exist for many years after the factors responsible for it have largely disappeared. But reputation can also be damaged and a critical external assessment is something which has the potential to inflict major damage.

Module 002: Financial Management and Resource Allocation

This Module aimed at giving participants a better understanding of financial management and allocation and use of resources, and enhanced skills as unit and institutional planners, financial managers and decision makers to consider alternate sources of revenue, and to examine strategies and policies to gain efficiencies.

Mr. Denis Bérubé began with an overview of Strategic Planning in universities and the importance attached to the Vision, Mission, Core Values, Operational Plans, Resource Plans, and Performance Indicators in the planning and implementation processes.

He highlighted the importance of planning with a caveat from Einstein that “Plans are nothing...Planning is everything”.



Financial Management /Resource Allocation

Module...2



The presentation on Financial Planning and Budgeting centred on government funding models (central government; block funding; formula funding; and special envelopes); budget processes; and preparation of budget documents.

Mr. Bérubé identified some of the sources of university funding as coming from government grants, student tuition, other student fees, investment incomes and other miscellaneous sources. In budget preparations, he noted that the process should be participatory and can be initiated from Departmental Heads through Deans/Directors, Vice Chancellors and Chief Finance Officers and ultimately to the University Councils through their Finance Committees.

The Facilitator listed some critical characteristics that need to be taken into consideration when presenting the institutional budget. First, it should be simplistic and understandable, and be linked to the previous year's budget, with the main points summarized and changes highlighted. It should also provide examples and have new innovations clearly stated.

On the module on Resource Allocation, the Facilitator noted that there were several techniques to allocate resources in HEIs, including but not limited to: 1) differential cuts for differing units; 2) cutting across evenly; and 3) selective allocation.

He noted that certain advantages are derived from centralizing resource mobilization. These are: 1) total control in limited hands; 2) less university politics involved; 3) ease of decision making; and 4) outsiders' view of the university as in control.



Financial Management /Resource Allocation

Module...3

Decentralization of allocation and resource mobilization, on the other hand, has the advantage of holding deans and managers accountable and given these deans and managers autonomy to make local decisions. The university likely gets the best value for the money, promotes empowerment, quality and higher morale; and has a positive effect on the budget.

On revenue diversification and cost recovery, the Facilitator listed the following as the key areas that HEIs can source their revenue:

- Tuition Fees
- Other Fees (e.g. athletics, graduation)
- Non-credit courses (e.g. seminars, workshops)
- Ancillaries (e.g. hostels, refectories, bookstore)
- Scholarships/Loans
- Commercial activities (e.g. farms, forestry)
- Consultancies and contracts
- Business Enterprises



In working groups, participants were made to develop operational plans to salvage a university where a) government subvention continued to dwindle over time; b) award of scholarships for postgraduate studies had been stopped; c) workers had been laid off but this rather increased the expenditure on gratuity and pension; and d) some of the non-fee paying undergraduate degree programmes were to be phased out in favour of fee-paying postgraduate studies.

Financial Management / Resource Allocation

Module...4

The recommendations from the working groups to salvage the distraught university included:

- o Ensure that national policy requirements are always considered when taking policy decisions.
- o Develop formal costing models used to determine the viability of programmes
- o Analyse the viability of every programme. Where not viable, either develop, merge or close programmes.
- o Setup minimum threshold level infrastructure requirements for every programme and ensure that this is met
- o Introduce distance and blended learning to engage students outside of the classroom as well.
- o Make teaching and learning performance (feedback, results, teaching qualifications, etc.) an important component of promotion consideration
- o Introduce service fees for non-essential services
- o Outsource municipal services where such a move reduces
- o Increase ratio of postgraduate to undergraduate students
- o Provide staff with allowances to find accommodation
- o Introducing a contributory Pension scheme
- o Institute students Loan Scheme
- o Develop student's Work-Study scheme
- o Encourage public-private partnership in the provision of student accommodation and other infrastructure
- o Setup an endowment fund and invest any excess funds (short and long term investments)
- o Mobilise alumni to raise funds
- o Provide corporate training and consultancy services to create additional sources of income
- o Provide staff development and training in grant proposal writing
- o Set up a development office to specifically work on fund raising
- o Engage private sector to fund research relevant to their operations
- o Make research and research funding a critical component of academic promotion
- o Give incentives to those who source research funding

Module 003a: Institutional Leadership

The module on Institutional Leadership was facilitated by Prof. Goolam Mohamedbhai with the objectives to:

- create an understanding of concept of leadership & its importance in African universities
- create awareness of the characteristics of university leaders and of different styles of leadership
- develop leadership skills among LEDEV V participants in addressing some of the challenges facing African universities
- provide an opportunity for participants to learn from and share experiences with other participants in matters related to leadership skills.

He defined leadership within the framework of the ability to transform one situation into another and, unlike management which operates within a framework of rules and regulations, leadership is more of a style, which is vision and action oriented. Leadership therefore goes beyond the ambit of the Vice Chancellor and can be exuded by any who have the capacity to

effect change in an institution (e.g. Chair & members of Council who hold non-executive positions but have greater say in running a university, and those completely outside the university, such as the head of a national buffer body or the head of a national QA agency, etc.)

The Facilitator emphasised that modern universities need good leaders to effect to counteract political interference which can affect autonomy and academic morale; to cope with uneven student entry qualifications or student unrests and frequent campus closures; to apply difficult cost-recovery measures such as tuition & user fees, and even cost-cutting measures such as laying off staff; to seek other income from private sector or philanthropists; to ensure quality; to operate in a global context and deal with competitiveness; and to provide greater accountability to governments, donors & private agencies.



Institutional Leadership...2

Prof. Mohamedbhai identified some of the characteristics of good university leaders to include their ability to inspire and allow others to take on leadership tasks, and their ability to exhibit traits as strategic thinkers (have reputation for integrity; are fair and consultative but equally bold and firm in their final decision; defend academic freedom; encourage shared governance; promote accountability; ensure meritocracy; strive for excellence; have a strong personality, are charismatic; and have capacity for hard work).

For public universities, effective leadership is influenced by the government's method of appointing the head of the institution, and freedom and authority granted to that person to devise an institutional vision, select management team, reward staff, generate extra revenue, and decide on courses to run, research to undertake, and intake of students. Given the relatively short period of tenure and therefore limited opportunities to gain experience, most university leaders acquire leadership skills through training. This training can be acquired through: a) personal experience; b) sharing of experiences with others; and c) practical application of theory.

In separate group assignments, participants discussing the promotion of internationalisation in universities noted that the strategy to adopt should include:



- Attracting research funds
- Enrolling international students
- Teaching foreign languages

Institutional Leadership...3

Other suggestions by participants to promote internationalisation included:

1. University-wide sensitisation on internationalisation through guest speakers
2. Development of university internationalisation strategy (aligning existing MoUs and exploring new partnerships) and setting up of International Offices with appropriate appointments to coordinate activities
3. Creation of a conducive or congenial environment to attract foreign students
4. Initiating and strengthening the teaching of French to further explore the teaching of other foreign languages
5. Reviewing of curricula to have multi-cultural and international dimension

Recommendations from the working group that discussed the introduction of tuition fees against students' unrest included:

1. Special engagement with students and staff on the issue (enlightenment campaign- Press/Media)
2. Creation of common forums/communication to, for instance, share examples of success stories from around the world
3. Exploring possibility of loans and scholarships
4. Tightening security to protect university property without threatening students
5. Incentivising staff

The working group assigned to resolve graduate unemployment from the Faculty of Social Sciences and Humanities recommended that the university should:

- ◆ Set up a committee consisting of all relevant stakeholders (alumni, students, staff, management, and community) to discuss the problem at hand
- ◆ Focus on entrepreneurship in every programme, and establish incubators
- ◆ Build industry practice into the curriculum (formal internships, industry speakers, etc.)
- ◆ Encourage a strong relationship between every department and industry as well as develop programmes in line with government policies and strategies
- ◆ Identify and promote programmes which meet market (local/regional/international) requirements and slowly phase out those which do not
- ◆ Provide all students with fundamental technological and transferable skills as part of their curriculum
- ◆ Establish stronger links with alumni – can help with finding employment, internship and mentorship for graduates

Module 003b: Institutional Governance

Prof. Mohamedbhai also facilitated the module on Governance in African universities aimed at creating awareness of the different models of governance and their implications on autonomy and academic freedom in universities. He explained that external governance of universities was needed to ensure that a) universities play their key role as agents of socio-economic development; b) quality is maintained in both public and private HEIs; c) public universities handling large budgets from public sources can be held accountable for such funds; and d) with increased international competition, national HEIs can compete on the global front.

Some of the key issues related to external governance were identified by the Facilitator as:

- o *The degree of autonomy of universities - how much political interference exist in day-to-day affairs of universities?*
- o *The appointments of Vice Chancellors and senior university staff*
- o *The degree of academic freedom to teach, research, publish, run courses, etc.*
- o *The allocation of public grant to universities and how much freedom the university has in resource allocation*
- o *Decisions on staff salaries*

With increasing tendency around the world to move from state control to state supervision of public universities, statutory bodies have been created to act as 'buffers' between HEIs and Ministries of Education. Some of these buffers, the Facilitator explained, have been accused of acting on behalf of Ministries, or are being over-zealous, assuming powers and interfering in the running of universities.

Prof. Mohamedbhai foresaw two developments that will have further impact on external university governance in future, namely:

- o *Most countries will set up independent national QA agencies e.g. National Accreditation Board in Ghana, and National Universities Commission in Nigeria; and*
- o *Although QA is presently used for improvement and development, it may later be linked to funding.*

Institutional Governance...2

In terms of private higher education, the Facilitator stated that not much is known about their governance structure but they must be as diverse as their origins, missions and activities.

In terms of Internal or Academic Governance, Prof. Mohamedbhai noted that the University Senate and Council were the two most important bodies overseeing academic matters, and policies, oversight of administrative and financial matters, respectively. Overlapping roles of the Senate and Council have the tendency of creating internal conflicts within universities which can be averted by, among others, setting up of joint Senate/Council committees to deal with such issues. He also noted that while Faculty/Centre/Dept. must have a certain amount of freedom in its operation, the authority of the Dean (in case of Dept) & VC (in case of Faculty/Centre) must be acknowledged.

Observably, devolution of financial and administrative responsibilities from central administration to major academic units (e.g. Faculties/Schools) and giving them significant autonomy is rare in African universities because central administration itself often has limited financial/administrative autonomy.

The management styles of VCs were noted as critical to the internal governance of universities. While some have legal authority to take important decisions, Prof. Mohamedbhai explained that it is advisable for them to set up non-statutory, informal consultative Exec Committees comprising senior management staff (VC, Pro-VCs, Registrar, Finance Director, etc.) that meets regularly to take critical decisions. However, VCs still remain the sole persons accountable to University Councils for proper functioning of their institutions. Other important stakeholders identified by the Facilitator in the internal governance of universities are students, non-academic staff and external members of the university. Most Senates & Councils now have representatives of these bodies as members.



Institutional Governance...3

In three working groups, participants identified clearly defined responsibilities for both University Senates and Councils even though the interpretation of some of these roles can vary and breed conflicts. They also noted that the level of interaction between these two bodies may vary from institution to institution. For example, in some institutions the Academic Council (Senate) needs approval from the University Council on all academic matters; and some specific issues (such as disciplinary matters) are decided by Senate and ratified by Council. Vice Chancellors normally serve as the go-between of these two organs.

On student involvement in internal governance, participants noted that the level of involvement also varies from institution to institution. However, students are not directly involved in certain matters, such as results and appointments.

Participants further noted that the degree of administrative and financial devolution vary from institution to institution but generally, there is much total central control in smaller institutions.



Module 004: ICT as a Tool for Change in Higher Education



The module on ICT as a tool for change in higher education was facilitated by Ms. Catherine Ngugi and Mr. Andrew Moore. The aim was to demonstrate how ICT can be used as a change agent in various areas of operation within higher education. The module began with an introduction TO what Open Educational Resources (OERs) was about - any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials, which range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation, means that anyone can legally and freely copy, use, adapt and re-share them. The Facilitators identified inadequate funds to run programmes and meet the educational needs of enrolled students and faculty time as some of the problems in many African universities.

Also, there are often too few learning resources for learners and lecturers in African universities, and many of those available are either too expensive to be purchased by universities or students or much of the existing content available to and within African universities are based on weak and largely outmoded educational design principles. The Facilitators stated that OER has come to the rescue of African higher education due to these dated resources in physical libraries, the lack of access to prescribe texts by both students and staff, and exorbitant existing copyright/licensing models. While it makes sense to adapt quality foreign materials to the African context (OER consumers), the Facilitators advised that African universities should also create and share their own resources (OER contributors). Under OER, research and theses are released globally (and not confined to library section). ICT and OER are therefore tools that when used well, compel universities to focus on the need to equip faculty and students with the 21st century skills of critical thinking, problem solving, creativity and working with others to ensure that graduates take their place in the world of work.

ICT as a Tool for Change in Higher Educ....2

Higher education is therefore challenged to discard preserving the status quo, such as teaching methodologies that are still predominantly 'lecturer-centred' rather than 'student-centred', practicals for first year enrolled students which tended to be demonstrations, and examinations often emphasising recall rather than performance, and take advantages of the opportunities offered ICT, reflected in: a) affordable mobile devices due to falling costs; b) cost effective open source tools; and c) free quality content through open source journals and open education resources and courseware, to facilitate the inculcation in both faculty and students e skills relevant for the world of work and for the development of their economies.



Again, with problems of massification of enrolment, Massive Open Online Courses (MOOCs) are seen as a panacea to enrol students from anywhere in the world without physically moving their location, and has the added advantage of free interaction of like-minded peers either locally or globally. It is believed that MOOC will shape teaching in the future, and thus adapting OER for generic courses reduces costs and redundancy.

Module 005: From Theory to Action

The Course Director, Prof. Ehile, facilitated a quasi-module titled 'From Theory to Action' which aimed to help participants pull together lessons/insights from the workshop in planning for and promoting innovation in selected aspects of their institutions. He urged participants to share with and learn from experiences of colleagues, enhance collaboration among participating institutions, and develop strategic and structured approaches in implementing innovations to improve some aspect(s) of their home institution.

The module entailed problem identification by the participants and what needs to be done to bring on the proposed innovation. Prof. Ehile asked participants to conduct an environmental scan to determine the factors supporting/maintaining target condition/practice/activity, and the obstacles/problems/interests standing in the way of the intended innovation. Participants were also to propose and share with the AAU Secretariat within a period of six months from the workshop the strategy for promoting the positives and addressing the challenges, as well as the action plans (including time frame & benchmarks), cost involved (resources and how they would be mobilised, opportunity costs, etc.) expected outcomes and monitoring and evaluation mechanisms to ensure the smooth implementation of the innovation.



Closing Ceremony

The Closing Ceremony held on Friday 27th September, 2013 was a brief session interspersed with speeches from the AAU Secretary-General and the Vice Chancellor of NUST. Both alluded to the successful nature of the workshop, and took turn to thank the teams from each other's end for ensuring that the workshop had come to a successful end. This was complemented by a Vote of Thanks from one of the participants, Dr. Carlene Kyeremeh.

The former Secretary-General of the AAU and Facilitator of the Leadership and Governance module, Prof. Goolam Mohamedbhai was on hand to hand over certificates of appreciation to members of the NUST Local Organising Committee while the Secretary-General of AAU and the Vice Chancellor of NUST took turns to hand over certificates to the workshop participants.

The icing on the cake was a farewell dinner at the Boma Restaurant in the evening and to wish all participants travelling mercies back to their home institutions.

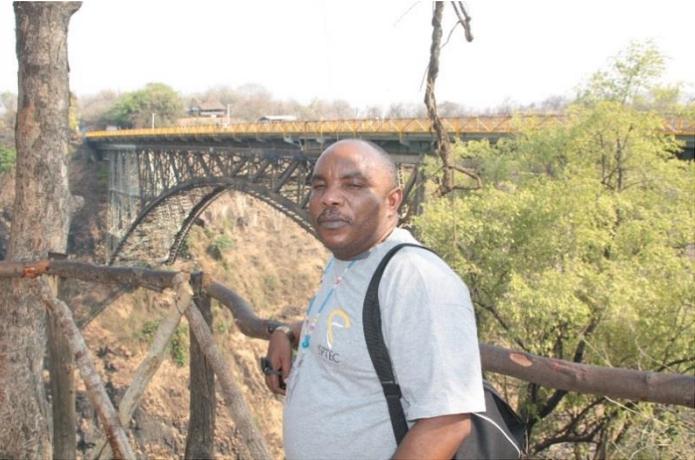


Picture Gallery

Closing Ceremony in pictures



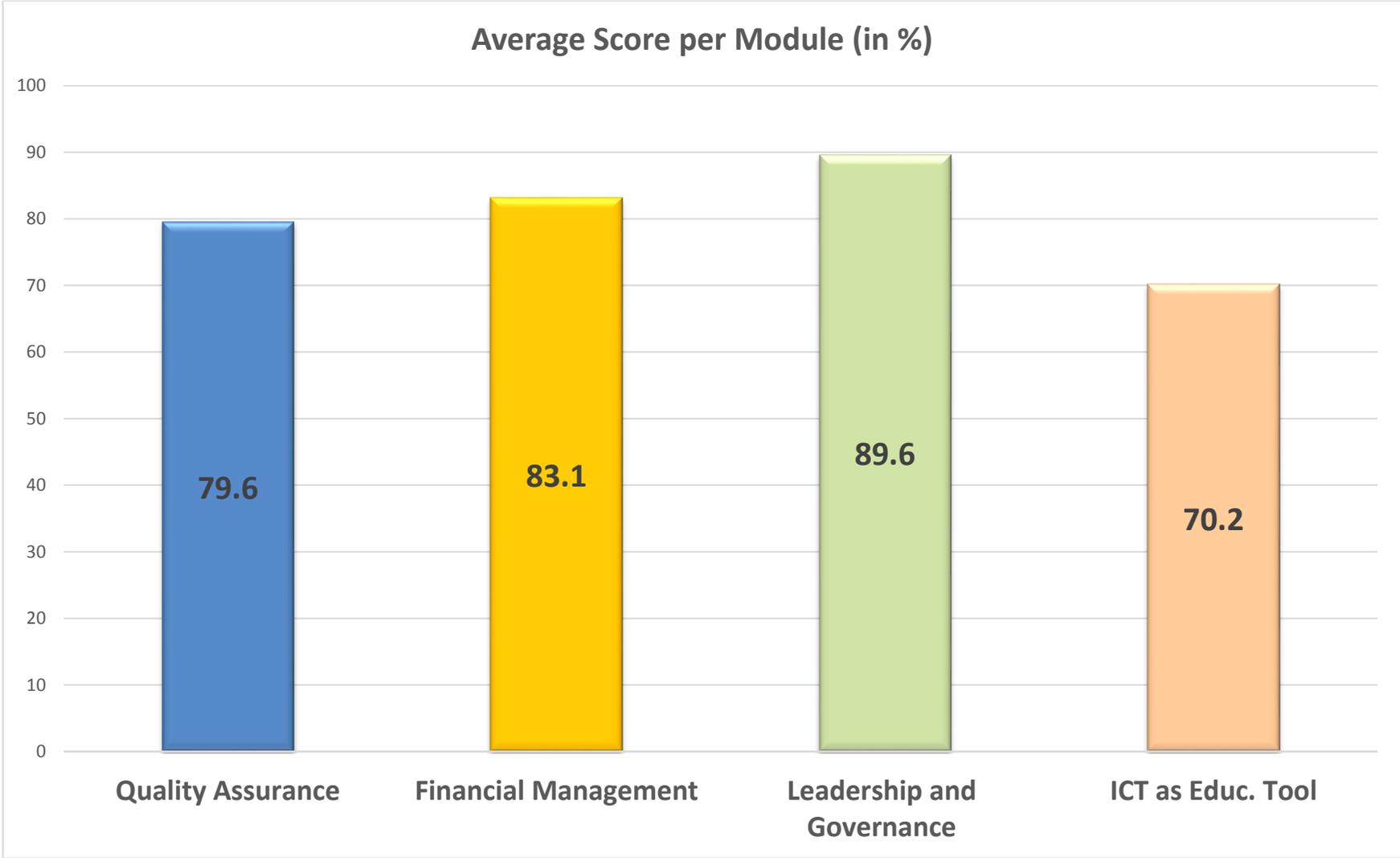
Social Events



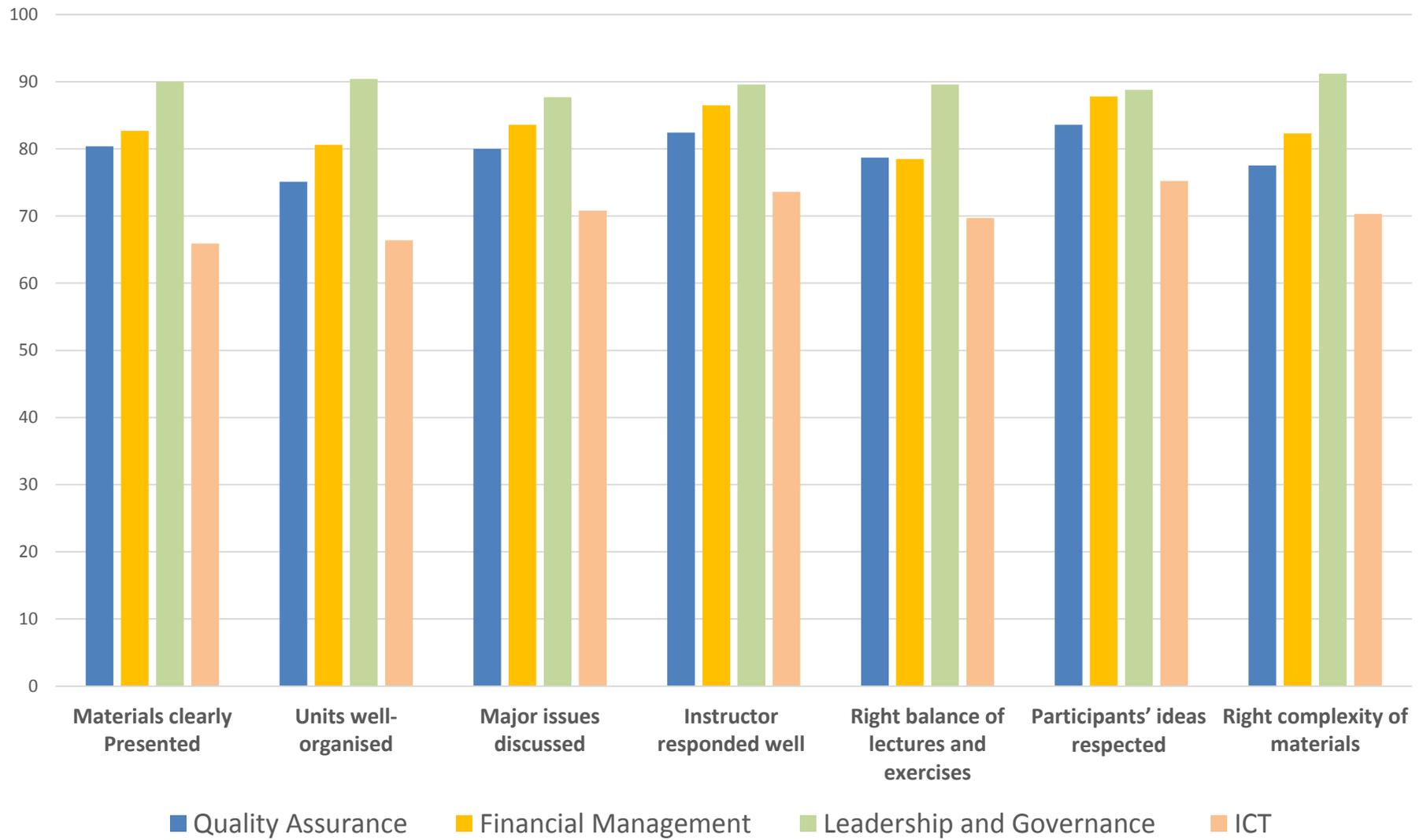
Wildlife and Nature at Victoria Falls



Appendix 1: Evaluation of the Modules



Percentage Score by Module



Appendix 2: List of Participants & Resource Persons

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