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The News Journal of the ADEA Working Group on Communication for Education and Development

Theme:

The African Higher Education Summit: Revitalizing higher education for Africa's future.

Conversation with
Mme.
Aïcha Bah Diallo,
President of Trust
Africa



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The African Higher Education Summit: Revitalizing higher education for Africa's future.



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The African Higher Education Summit: Revitalizing higher education for Africa's future.

By Lawalley Cole



A three-day continental summit on higher education is taking place in the Senegalese capital, Dakar from 10 – 12 March, 2015. This summit, which is being organized under the guidance of Trust Africa, a Pan-African Organization will seek to build a movement of like-minded institutions to transform the African higher education sector. Eleven other partners involved in the organization and management of the summit include the African Union Commission, the Association of African Universities, CODESRIA – Council for the Development of Social Science Research in Africa, the UN African Institute for Economic Development and Planning, South Africa's National Research Foundation, the African Development Bank, the Carnegie Corporation of New York, the MasterCard Foundation, the World Bank and ADEA. The government of Senegal is hosting the summit.

According to the organizers of this summit, this high-level meeting is expected to 1. Build a constituency for transformation and investment in Africa's higher education; 2. Create a shared vision for the future of African higher education; 3. Harness and highlight exemplary efforts and initiatives in African higher education; 4. Harness disparate efforts and interventions in African higher education; and 5. Spur and sustain innovation in African higher education.

The summit will welcome views from a cross section of

Africa's populations. About 500 participants will take part in the summit and these will include policy makers, business leaders, scholars, civil society leaders and other stakeholders who recognize the centrality of higher education to national development, particularly in regard to social and economic transformation. The summit organizers realize how higher education in Africa has become the primary driving force behind improved standards of living, economic development and for forging national cohesion. This summit will, therefore, present a unique platform for stakeholders to determine the way forward collectively, while recognizing national issues, preserving national identities and highlighting the need for regional integration for a better future for Africa.

The summit is expected to delve into matters related to governance in Africa's higher education sector. The participants are also expected to discuss issues of innovation and harmonization of policies across the continent with an eye toward lessons learned from processes in other parts of the world. Additional topics will include the remarkable rise in the number of African higher education institutions due in part to increased demand resulting from investments in primary and secondary education by African governments, and increased private investment resulting from policies aimed at reducing the role of the

According to Dr. Tendai Murisa, Director of Trust Africa, one of the advocacy points of this summit will be to make sure that African higher education gets to the top of the African Union's agenda that would ensure that national governments also reprioritize their actions in this subsector.

Contrary to global trends, women remain disadvantaged in terms of access to tertiary education in sub-Saharan Africa. Recent figures from the UIS state that the tertiary GER in sub-Saharan Africa for women is 4.8%, compared to 7.3% for men.

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state in higher education. Mrs. Aicha Bah Diallo, former Minister of Education in the Republic of Guinea and current President of Trust Africa has briefly highlighted these issues in a conversation she had with this News Journal (see The Interview). According to Dr. Tendai Murisa, Director of Trust Africa, one of the advocacy points of this summit will be to make sure that African higher education gets to the top of the African Union's agenda that would ensure that national governments also reprioritize their actions in this subsector. The summit is expected to trigger action that will go way beyond the two days of deliberations.

Since independence in the 1960s, governments, particularly in sub-Saharan Africa, as well as development partner institutions have placed greater emphasis on primary and secondary education in country development programs. Tertiary education did not receive its due importance and tended to be neglected, even though many would have recognized that this was an added means to improve economic growth and mitigate poverty.

However, the past four decades have seen access to tertiary education expand at an unprecedented rate, with enrollment in higher education growing faster in sub-Saharan Africa than any other region. Women have been the first to benefit in most parts of the world. UNESCO Institute for Statistics (UIS) figures indicate that while there were fewer than 200,000 tertiary students enrolled in the Africa region in 1970, this number soared to over 4.5 million in 2008 – a more than 20-fold increase. In effect, the gross enrolment ratio (GER) for tertiary education grew at an average rate of 8.6% for each year between 1970 and 2008 – compared to a global average of 4.6% over the same period. This rate exceeded the population growth of the relevant age group across the region.

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Contrary to global trends, women remain disadvantaged in terms of access to tertiary education in sub-Saharan Africa. Recent figures from the UIS state that the tertiary GER in sub-Saharan Africa for women is 4.8%, compared to 7.3% for men. Nevertheless, the region made significant progress towards gender parity in the 1990s. Women in sub-Saharan Africa

continue to face significant barriers to tertiary education in countries with the lowest levels of national wealth. UIS figures also show that those countries with a GDP per capita of less than US\$1,000 have fairly low gender parity indexes (GPIs), ranging from 0.31 to 0.51. One must, therefore, consider gender equality in light of the overall level of participation in tertiary

education. Countries must address gender inequalities as they seek to broaden access to higher education for all students, regardless of their sex.

Tertiary systems in sub-Saharan Africa lack the necessary ingredients to absorb the growing demand that has resulted from broader access to secondary education. For instance, in 1999, the region's GER for the upper secondary level was 19%, which was nearly five times as high as the ratio for tertiary education (4%). In 2008, the tertiary GER reached 6%, compared to 27% for upper secondary education.

Globally, the GER for upper secondary education is just twice that of the tertiary level. The large gaps between the two ratios – GERs for upper secondary and tertiary – indicate that there will be many students completing upper secondary education who are eligible for higher

education but do not have access to it. At the policy level, one can expect further pressure to expand the tertiary school system in order to meet the rising demand.

There are also several resource constraints, with many countries finding it extremely difficult to secure ade-

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quate funding for tertiary education. Many of these countries have very limited options to acquire additional resources. Relative to lower levels of schooling, public spending on higher education is disproportionately high in many sub-Saharan African countries. For example, according to UIS, Burkina Faso's public expenditure per secondary student is up to 30% of gross domestic product (GDP) per capita, while government spending for a tertiary student is 10 times as high, at 307% of GDP per capita. This suggests that public resources are highly concentrated in relatively few students.

There are still a large number of sub-Saharan African students who pursue tertiary education abroad. UIS figures for 2008 reveal that about 223,000 students from sub-Saharan Africa were enrolled in higher education institutions outside of their home countries. They represented 7.5% of the total number of mobile students (3.0 million) around the world. Moreover, the number of mobile students from sub-Saharan Africa represented 4.9% of students enrolled in domestic tertiary institutions in their home countries, which was almost three times greater than the global average (1.9%).

Internationally mobile students from sub-Saharan Africa also have diverse destinations. About one-quarter of such

students studied in another country within the same region (55,000 out of 223,200) in 2008. South Africa alone hosted 21% of mobile students from countries within the region. Despite this trend, about two-thirds or 65.1% of mobile students from the region studied in North America and Western Europe.

This summit must address these as well as other issues

that have been pending over the past decades in higher education in Africa. These will also include the issues bordering on quality as an area essential for the revitalization of higher learning in the region. There is also the question of strengthening of the capacity of higher education institutions to meet the many tertiary educational needs of African countries. The summit must come out with an agreed format to promote innovative forms of collaboration. It must also ensure that the quality of higher education is systematically improved to be consistent with standard, agreed benchmarks of excellence that will facilitate mobility of graduates and academics across the continent.

Lawalley Cole is the Coordinator of the ADEA Working Group on Communication for Education and Development (COMED) and Editor of this News Journal

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Conversation with Mme. Aïcha Bah Diallo, President of Trust Africa



Mme. Aïcha Ba Diallo

Trust Africa and other partners are organizing a summit on African higher education that will be held in Dakar in March 2015. Madame Aïcha Bah Diallo, President of Trust Africa, talks to us about the reason for and the expectations of this important meeting for education in Africa.

Lawalley Cole: Hello Madame Aïcha Bah Diallo.

Ms. Aïcha Bah Diallo: Hello.

Lawalley Cole: The African higher education summit organized by Trust Africa and several of its partners will be held in the Senegalese capital in Dakar this month. Why a summit on higher education today?

Ms. Aïcha Bah Diallo: Before beginning, I would like to recall what wealth Africa has. In 2011, the African Development Bank (AfDB) reported that Africa had a billion inhabitants and an area of 30 million square kilometers. Africa has had consecutive economic growth for over 15 years. Twenty percent of its population was between the ages of 15 and 24, which shows that Africa has the youngest population of all the continents. We also know that Africa is bursting with immense mineral, agricultural, touristic, and hydraulic and forest wealth. But its greatest treasure is its human potential, its men, women, girls, and boys. However, for Africa to take advantage of its wealth, its population must not only be educated but also be in good health, which will enable it to take part in the continent's economic, cultural and political development.

What have we accomplished today? And everyone is aware of it. It is the importance of higher education for the promotion of national development and regional integration. The vital role that higher education can play in promoting citizenship and building democratic societies is often concealed. As you know, there are many public and pri-

vate institutions of higher education, so it is, therefore, necessary to have them collaborate with each other. This summit is an opportune moment to create a dialogue platform on the African scale; a multipartite platform to identify the strategies whose objective is to transform the higher education sector. Consequently, the sector must be repositioned to meet the needs of Africa and its inhabitants.

In my opinion, I think that it is for this reason that this summit is being held at an opportune moment.

Lawalley Cole: The summit has as its theme: "Revitalizing Higher Education for Africa's future". We are indeed talking about our continent's future... Can you tell us what you believe did not go so well in the past in higher education in Africa, and what this summit is expected to do to ensure successful implementation of resolutions emanating from this summit?

Ms. Aïcha Bah Diallo: What has not worked in higher education? **We must not forget that since Jomtien in 1990, and Dakar and New York in 2000, primary education was particularly emphasized. It was only by 2005 that we began to talk about secondary education.** It has only been barely three years since we started to discuss technical and vocational education. There is a bottleneck in higher education. So what happened? We have a lot of students, young people who want to enroll in higher education institutions. They come from

every continent, but it is Africa that has the lowest rate of higher education. Moreover, in 2011, it was said that this enrollment rate was 8%. The fault lies with everyone – the entire international community – governments, technical and financial partners, bilateral organizations as well as others... and civil society because we put emphasis on primary education. And therefore as higher education did not develop at the same pace, we were trapped with an enrollment demand that was increasingly greater than the supply that was available. That explains why our continent has had a substantial expansion of higher education under limited resources conditions, and this has led to a drop in quality in the sector. Not only was the demand excessive, but the quality too was compromised.

Lawalley Cole: The education rate in Africa, in the primary and secondary sectors, is still low compared to what we observe on the other continents. Why not try to improve the quality at the primary and secondary level before focusing attention on higher education and technical training?

Ms. Aïcha Bah Diallo: **You cannot work in isolation and through stratifying the system into components. It is the whole system that must be planned, from early childhood through higher education.** The countries, depending on their resources, have to examine it in a systematic manner. The education system must, therefore, be seen in a holistic way.

But I said that in any event, progress during these last 20 years always led to a bottleneck at the higher education level, which did not develop as a consequence. And, therefore, there was an increasingly greater demand for enrollment whereas the supply could not be met. Consequently, we witness a substantial expansion in higher education in conditions of limited resources... And that brought about a decrease in the sector's quality. So as the institutions of higher learning did not have enough resources, they were not able to recruit additional academic staff. And even more so, not only was there a shortage of qualified personnel, but this shortage was further aggravated by the brain drain. This summit should, therefore, permit all the stakeholders to work together to create a shared vision to establish a collaboration between higher education institutions and the scientific community. This would be the best way to obtain coherent interventions, and identify synergies for a judicious use of resources. I hope that there will be a follow-up mechanism to evaluate progress and the respect of the commitments that we are going to make.

Lawalley Cole: We now have a lot of actors in higher education in Africa, and they keep increasing There is the World Bank, UNESCO, ADEA, the Afri-

can Union Commission, Trust Africa and the NGOs. What roles will Trust Africa play in the post-summit activities?

Ms. Aïcha Bah Diallo: I will say let us wait and see. We can already say that Trust Africa has already played the role of catalyst so that the stakeholders could get together. We are therefore going to discuss the possibilities and make decisions. Trust Africa will primarily facilitate the creation of partnerships and follow-up, and will be involved in evaluating progress.

Lawalley Cole: What role should this Summit see ADEA playing on higher education in Africa post the Summit, as well as Post 2015?

Ms. Aïcha Bah Diallo: Now for ADEA. **ADEA is already a platform that permits all the education sector's actors to meet periodically to exchange ideas and learn from each other. This is the importance of ADEA.** It is when we get together that we learn a lot, but we gain much at the same time. We also know that ADEA has working groups in all the subsectors of education that portrays the association's global vision of education systems on the continent. The Working Group on Higher Education could even define the role it should play for the other subsectors. Although it does not often come to pass, higher education has a special role to play in all the other subsectors of education.

Lawalley Cole: But also at ADEA, I do not know if you are aware of this... The ADEA Working Group on Higher Education has not functioned for some time. The idea of transforming it into an inter-country quality node was even raised, a sense that a lot of academics were opposed to. What do you think about the ADEA Working Group on Higher Education?

Ms. Aïcha Bah Diallo: I believe that this summit will allow everyone to realize the importance of revitalizing the ADEA Working Group on Higher Education. It is mandatory! It is the only organization that has this working group, with this type of mission. I think that it's important. Then ADEA as well as Trust Africa should be responsible for evaluating post-summit activities. That is how I see things.

Lawalley Cole: Today, there are many institutions of higher education springing up in practically every African country. Many of them are universities with increasing enrolment of students, and which sometimes have curricula that may not provide the requisite jobs. How do we ensure some quality control in some of these institutions ensuring that skills acquired are relevant and match with available jobs?

Ms. Aïcha Bah Diallo: As you have just said, there are too many institutions and not enough quality. What we call quality control is absent in the area of higher education in Africa. Typically, the ministry of higher education in the country should handle this - quality control. That is why we have training programs and students who finish school and cannot find jobs. There is no equilibrium between the types of graduates produced and the needs in the job market. Even employers tell us that they have jobs, but that the skills that come out of the universities do not meet their needs. The institutions have to ask the state and the private sector to identify their needs so that they can adapt their academic programs to these needs and that they consult the students for their orientation and their career development. That is what is lacking today.

Lawalley Cole: Yes, that's lacking, especially on the continent. We can see that in a country like Kenya, 10 years ago, there were too many universities that sprung up and sometimes, we did not know why and occasionally there were also universities that specialized in individual subjects, and we did not understand them. I think that the summit should find ways to address these problems as this situation is becoming increasingly serious for the continent. That is why there are a lot of young people who finish their studies and who never find jobs.

Ms. Aïcha Bah Diallo: They will all be at the summit. There are the private sector, governments, students, public and private institutions. There will also be the multi- and bilateral organizations and all the associations from the social sectors like parent associations. We will look at these questions together. And at that moment, the institutions will be obliged to identify their needs in terms of skills, and depending on these skills, the universities can establish plans to help the students.

Lawalley Cole: Now, let us talk about the gender dimension now - a domain in which you and others, became pioneers during your term as minister of education in your country, Guinea. As you know, there have been enormous advances in the integration of the gender dimension in higher education in Africa. Do you think that this summit can advocate more equality between young men and women in higher education? If so, how?

Ms. Aïcha Bah Diallo: I think so. I told you that the enrolment rate was 8% in 2011. But did you know that women represented a third of this 8%? They are also restricted to degree programs that do not permit them to have the same opportunities as young men. They are not only sub-

ject to discrimination at the institutional level, but also discrimination at various administrative levels we see them only holding relatively subordinate positions, even if they have the same diplomas as the young men. It is also a fact that female students, as well as the women professors, suffer enormously from sexual harassment. We are demanding that the gender equality and equity dimension be at the heart of the summit. We will make a vibrant plea. That's my reaction.

Lawalley Cole: Will there be other women like you who are going to support this plea?

Ms. Aïcha Bah Diallo: All the women who are going to come. This plea will be made with the women as well as with the male partners who support us. Even if it's just me, I am sufficiently enough.

Lawalley Cole: But there must be men too who support you.

Ms. Aïcha Bah Diallo: But we have men with us. Yes, the men who advocate the education of girls and women. They understand its importance. We have a lot of friends. I call them real partners.

Lawalley Cole: We know there are governance issues in higher education in Africa, as well as issues of innovation and harmonization of policies across the African continent with an eye towards lessons learned from processes in other parts of the world. How do you think this summit must address these issues?

Ms. Aïcha Bah Diallo: When I was in Dakar recently, I read a text in the papers that made me think. I'll read you exactly what was written on the harmonization of higher education. It read: "The harmonization of higher education is focused on creating an efficient accreditation and quality assurance mechanism." An African rotation mechanism is being set up by the African Union Commission to encourage higher education institutions to voluntarily evaluate their performance against a set of established criteria. The Commission of the African Union has launched the process of creating an African quality assurance and accreditation framework. The other aspect of these efforts is to ensure the efficient networking of quality assurance and accreditation bodies. And they say that the promotion of regional collaboration and intra-African cooperation on quality assurance is essential for setting up a methodology and reinforcing the higher education space in Africa. It is, therefore, important to note that it is necessary to mobilize all the stakeholders in the sector around these initiatives so that their participa-

tion and their successful implementation are ensured. We have to work with the other countries, the other regions in the world. We cannot function in isolation. We should now join forces to work and establish everything that I just talked about and reach out to others to share.

Lawalley Cole: What regions of the world are you talking about? Europe? The Asian countries? The BRICS nations?

Ms. Aïcha Bah Diallo: Yes, the BRICS. We have a lot we can learn from the BRICS countries, but also from Europe. That is to say, what we should do is to see what successes they have had and if they are adaptable, adopt them and adapt them. They are there for us to take. We can then integrate them.

Lawalley Cole: Is the summit expected to develop a Charter or a programme of action that will be embraced by the African continent? If so, how do we ensure that such a plan of action is implemented at the continental level? Will the African Union be involved in implementing this action program?

Ms. Aïcha Bah Diallo: The African Union's role is more political. It will help us to work together to have a shared vision in order to create a solid space that is favourable to higher education and scientific research that is relevant and adaptable. The African Union already has an objective in its vision: the Africa we want in 2063. It is crucial for strategic alliances to be formed between the social and economic sectors with a view to developing the human capacities needed to create this future that we all want. Next, we also know that it is higher education that can promote accelerated technological development, recycle raw materials, natural resources and improve a country's capacity to maximum production. The African Union can encourage governments to accept these proposals. Given that it regularly brings together the heads of state, it can draw these leaders' attention to the fact that Africa only devotes 0.5% of its GDP to research. Yet this level of financing is an important challenge for the continent's development. This has resulted in a lack of capacities in research and knowledge generation on the continent. And this is leading Africa to a large-scale level of marginalization. The African Union has to point out to our heads of state that Africa has the lowest percentage of researchers in the world per million inhabitants. On average, we only have 35 scientists or engineers per million inhabitants. Its annual contribution to the publication of research is under 1%. So the governments and the African private sector must make a greater commitment to investing in higher education, science, technology as well as in research and innovation. This is absolutely necessary. This

is the role of the African Union: attracting the attention of their heads of state. As the African Union can invite the richest men, it can also draw their attention to these challenges. When there are quality human resources, the private sector will take advantage of them.

Lawalley Cole: We are being made to understand that Presidents Paul Kagame of Rwanda and Uhuru Kenyatta of Kenya will be among the Heads of States who will attend the summit. From West Africa, Presidents Macky Sall (Senegal) and Ellen Johnson Sirleaf (Liberia) will also be there with Mrs. Zuma (AU Chairperson). Going back to gender dimension, don't you believe that there is the need to have more prominent Africans with a broad sense of gender issues to lead advocacy campaigns and ensure that all are involved equally – both men and women?



President Paul Kagame



President Uhuru Kenyatta



President Ellen Johnson Sirleaf



Nkosazana Dlamini-Zuma Chairperson, African Union Commission

Ms. Aïcha Bah Diallo: President Kagame is the one who has worked the most for gender equity and equality. It will be marvellous if he attends, and especially if he should take the floor. It will be a crucial moment for him to speak on gender issues! As for the president of Liberia, she is already a woman; we don't have to tell her to promote anything. The Kenyan president should also make a commitment now.

Lawalley Cole: Higher education in Africa has many challenges: declining revenues of institutions of higher education, meeting the increasing demands of tertiary education, poor infrastructure, inadequate staffing and research, outdated curricula and weak regulatory regimes in the sector are considered major challenges. Reviewing these challenges, what can Africans expect from this summit?

Ms. Aïcha Bah Diallo: This summit will enable all the stakeholders to share the challenges that you have just

mentioned. Together, we are going to identify the strategies to set up to meet these challenges. What is important is that governments understand that we cannot continue to not give higher education an adequate budget. They can no longer continue this way. The state and the private sector have to get involved. Both of them count a great deal. We should diversify the mobilization of funds.

Lawalley Cole: My final question - the higher education subsector plays a central role in the development agenda of the African Union, whose theme is "the Africa we want in 2063." It has serious implications for the post-2015 development agenda, specifically on the African education agenda as we noted during the conference that ended in Kigali two weeks ago. What will this summit's contribution be in terms of shaping or transforming the African Union's 2063 agenda to increase its relevance?

Ms. Aïcha Bah Diallo: As I said, this summit will further permit the African Union to understand that it should increase its contribution to the training of the human resources essential for obtaining the peace and social cohesion that Africa needs for sustainable development and the institution of a genuine democracy in our countries.

Lawalley Cole: Ms. Aïcha Bah Diallo, thank you very much for granting us this conversation.

Ms. Aïcha Bah Diallo: Thank you.

Continental Summit of the Year

Presidents to attend African Higher Education Summit

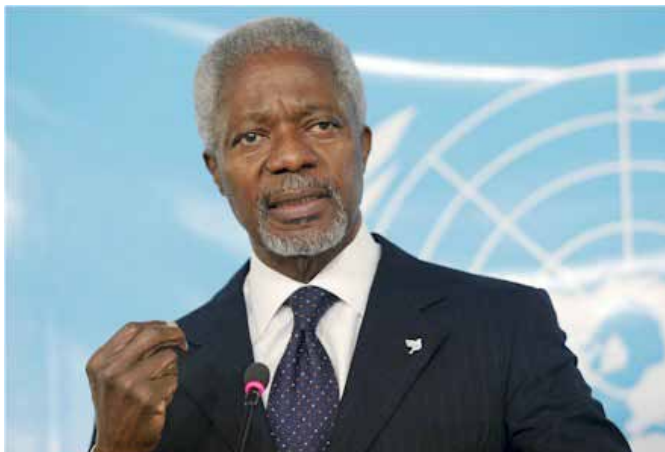
Karen MacGregor

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There will be at least four African presidents, three former heads of state, numerous cabinet ministers, the chair of the African Union Commission and a former United Nations secretary-general among the 500 people who will attend the first African Higher Education Summit, to be held in the Senegalese capital Dakar from 10-12 March, it was announced last week. The aim is to get political leaders to sign up for the continent-wide revitalisation of universities. There will be at least four African presidents, three former heads of state, numerous cabinet ministers, the chair of the African Union Commission and a former United Nations secretary-general among the 500 people who will attend the first African Higher Education Summit, to be held in the Senegalese capital Dakar from 10-12 March, it was announced last



President Macky Sall



Mr Kofi Annan

week. The aim is to get political leaders to sign up for the continent-wide revitalisation of universities.

The summit's main objective, said Senegal's Higher Education and Research Minister Mary Teuw Niane, was to develop and adopt "an action plan that will

transform African higher education over the next 50 years".

The summit charter, or action plan, would contribute to the development of the higher education component of the continent's development plan, called Africa Agenda 2063.

Topics to be tackled at the summit include graduate employability, gender, science, technology and innovation, nation building and democratic citizenship, equity and access, differentiation and harmonisation, the role of business in revitalising higher education, and quality, excellence and relevance.

"We look forward to hosting our guests from different parts of the continent and the world and to the task of both identifying issues facing the African higher education sector and developing common solutions," said Niane.

Who will be there

Among the leaders at the summit, which has the theme "Revitalising Higher Education for Africa's Future", will be Senegal's President Macky Sall, Paul Kagame, president of Rwanda, Liberian President Ellen Johnson Sirleaf and Kenyan President Uhuru Kenyatta.

Dr Nkosazana Dlamini Zuma, chair of the African Union Commission, and former United Nations secretary-general Kofi Annan will attend, along with former presidents – South Africa's Thabo Mbeki, Nigeria's Olusegun Obasanjo and Tanzania's Benjamin Mkapa.

There will also be ministers of education, finance, and science and technology, higher education managers, scholars, business leaders and representatives of unions and students.

The summit is being organised by TrustAfrica, a pan-African development organisation based in Dakar, with 11 partners.

The partners are Senegal's government, African Union Commission, Council for the Development of Social Science Research in Africa, UN Africa Institute for Development and Economic Planning, Association of African Universities, African Development Bank, South Africa's National Research Foundation, Association for the Development of Education in Africa, Carnegie Corporation of New York, MasterCard Foundation and World Bank.

The summit

There was renewed focus on the importance of higher education to Africa's development, said Dr Omano Edigheji of TrustAfrica, director of the summit.

"This presents an opportunity to work together towards a common vision – ensuring that efforts to create a robust African higher education and research space are both relevant and responsive to the needs of the continent and its people in the 21st century.»

Edigheji said there was a need to establish strategic alliances across social and economic sectors in order to develop the human capacity needed to achieve a new future for Africa. With the continuing boom in enrolment figures and the rising number of higher education institutions, there was an urgent need to



Mr. Mary Teuw Niane

build a quality higher education sector.

The summit is the culmination of a three-year initiative undertaken by TrustAfrica in partnership with the Carnegie Corporation and others to broaden the dialogue about higher education in Africa. Dialogues were held in Ghana, Nigeria, Tanzania and Uganda.

Dr Tendai Murisa, executive director of TrustAfrica, said: "What we immediately identified from this work was that there were no inclusive national and continental platforms for stakeholders to come together to discuss and seek solutions to the issues facing the African higher education sector.

"The continental summit will therefore provide a platform for key stakeholders to engage and come up with an agenda to transform the sector."

Aicha Bah Diallo, chair of TrustAfrica's board of trustees, said open dialogue and meaningful engagement about issues was often lacking in African higher education.

"Because we are all one continent, one Africa, the problems facing the sector are similar across the continent. We therefore need a common and collective strategic approach to revitalise Africa's tertiary education sector," she said.

"We cannot wait for the solutions to come from donors or from the West. As Africans we have to take the lead, while working with our friends abroad."

Africans, she said, needed to think seriously about

the declining revenues of higher education institutions, meeting growing demand for higher education, poor infrastructure, inadequate staffing, insufficient research, outdated curricula and poor regulatory regimes.

"We need to act and act now, because the reality is that Africa cannot progress if we do not address the current crisis facing our tertiary institutions," Diallo continued.

Senegal and the summit

Mary Teuw Niane, the higher education and research minister, said Senegal had "undertaken significant efforts to reform its higher education and research system".

The reforms were the outcome of a lengthy process of national dialogue initiated through a national conference in 2013 "with a view to finding structural and sustainable solutions for a quality higher education and research system that is responsive to the needs of our society".

The conference adopted 78 recommendations that led to 11 decisions by President Macky Sall that year. "These major decisions have been the benchmark for the implementation of important reforms in the higher education sector."

"The objective diagnosis made by actors of the National Consultation on the Future of Higher Education, CNAES, helped define the strategic directions

of our higher education system," said Niane. These were structured around developing technology and science, the use of ICTs in education and research, student success and employability, improved governance and massive investment in higher education and research.

"The challenges facing Africa in the field of higher education are both numerous and diverse," said Niane.

"The massive flow of high school graduates, the nagging issue of reception facilities, recurrent crises in funding our universities, training that is unresponsive to the needs of the labour market, etc, feature among the issues that regularly lead African universities into crisis situations, the solutions to which require the consideration of all African governments and their partners."

Niane said the summit should facilitate a sharing of experiences and practices in Africa and around the world to revitalise higher education and research.

Considering the "enormous financial challenges facing higher education", the summit would provide the opportunity to convince key decision-makers, political leaders, foundations and business leaders of the need for investment in higher education which, the minister said, would be "a wager on the future of Africa".



Continental Summit of the Year

Continental Summit of the Year

Revitalizing Higher Education for Africa's Future

March 10 – 12, 2015, Dakar, Senegal

Concept Paper

INTRODUCTION

Africa has witnessed tremendous growth in its higher education and research sphere over the last few decades. This is to a large extent a manifestation of the recognition by African stakeholders, including political leaders of the value of higher education in achieving their visions of prosperity, peace and integration. International agencies, once sceptical about the value of university education in Africa's social economic development, are now among the chief advocates of revitalisation of higher education in Africa.

Increasing enrolment rates have meant that educational quality has often suffered, thus further compromising the relevance and excellence of the sector. The rising number of government and private agencies involved in higher education has also brought some critical issues to the fore. A multiplicity of educational initiatives will require that the higher education and research community work together to ensure coherence and to identify synergies that will optimise the use of resources.

However, the renewed focus on the importance of higher education to the continent's development presents an opportunity to work together towards a common vision – ensuring that efforts to create a robust African higher education and research space are both relevant and responsive. This goal is integral to the African Union (AU) development agenda,



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whose theme is the "Africa We Want in 2063." Indeed, strategic alliances must be established across social and economic sectors in order to develop the human capacity needed to achieve this new future. It is widely recognized that higher education is critical to promoting faster technological growth, value addition to raw materials and natural resources, improving countries' ability to maximise economic output, and building human capabilities. Indeed, consensus is emerging among African governments, the busi-

ness community, scholars and pan-African development agencies that higher education can facilitate national development and regional integration – and that it has an important role in fostering citizenship and building democratic societies.

African institutions such as the Association of African Universities, CODESRIA (the Council for the Development of Social Science in Africa), the African Academy of Sciences and ADEA (the Association for the Development of Education in Africa) are some of the critical actors advocating for the revitalisation of the African higher education sector. Similarly, a number of African countries and sub-regional bodies such as the Inter-University Council of Eastern Africa, the Southern Africa Universities Association, the Arab Association of Universities, and CAMES (Conseil africain et malgache pour l'enseignement supérieur) have been organising higher education programmes with the aim of transforming the sector.

Initiatives at the continental level include the AU Plan of Action for the second decade of education for Africa (2006–2015), which calls for revitalisation of higher education and research and emphasizes enhanced intra-African collaboration and more robust linkages between higher education and research. As indicated above, the AU Africa Agenda 2063 identified human capacity development as key to achieving the collective vision of peace, integration, prosperity and improved standing in the global economy. To be sure, higher education has also been part of regional integration processes. The African Union Commission (AUC) framework for harmonization aims to foster academic integration and to bridge the gap between disparate educational systems and is part of an effort to create a distinct, globally competitive African

higher education space. The revised Arusha Convention calls for a similar effort regarding the recognition of academic qualifications, and the Nyerere Programme is providing an excellent mechanism for strengthening institutional cooperation by promoting portability of degrees across Africa. Finally, the Harmonisation and Tuning Project aims to enhance comparability of academic qualifications across the continent and equivalencies across regions.

The harmonization of higher education incorporates a strong focus on establishing effective accreditation and quality assurance mechanisms. An African Quali-

ty Rating Mechanism is being established by the AUC to encourage higher education institutions to voluntarily assess their performance against a set of criteria. Meanwhile, the AUC has launched the process of establishing an African Quality Assurance and Accreditation Framework. Another aspect of these efforts is to assure the effective networking of quality assurance and accreditation agencies. The promotion of regional collaboration and intra-African cooperation in quality assurance is critical to developing comparable methodologies and to strengthening the space of higher education in Africa. Importantly, there is a strong need to mobilise stakeholders in the sector around these initiatives to ensure their ownership and subsequent success.

CHALLENGES IN AFRICAN HIGHER EDUCATION

The last decades have seen a significant increase in student enrolment in African universities in order to absorb the increasing demand for higher education fuelled by the massification of primary and secondary education. Private higher education, which accounted for 22% of higher education students on the continent in 2006, is growing faster in many African countries, due in part to major policy reforms carried out by governments. The deregulation of the higher education sector has resulted in contradictory outcomes. While the expansion has led to increased access, there is a concern that enrolment growth under conditions of limited resources has contributed to lower quality. Moreover, despite high increases in tertiary education enrolment, there is still unmet demand. In 2011, the average gross rate of tertiary education enrolment in Africa was 8% against a world average of 27%. Even with those low figures, demand for university admission continues to exceed capacity, and public universities are under increasing pressure to admit more students than current staff and infrastructure would allow.

Most institutions have been unable to recruit additional academic staff to cope with the increased enrolment, either because of shortage of funds or unavailability of qualified candidates. The staff shortages in many African universities have been compounded by the fact that the average age of faculty members is relatively high. Staff shortages have been also ex-

cerbated by the brain drain. There is a difficulty in recruiting and retaining faculty with senior academic qualifications and research experience. Reasons for this include limited postgraduate opportunities, low graduation rates and discouraging conditions of service. Many higher education institutions in Africa do not yet have adequate research capabilities and their contributions have been found to be less relevant to development needs. The slow expansion of postgraduate education has seriously constrained innovation as most research skills are commonly acquired during master's and doctoral study. The lack of academic staff with PhDs has adversely affected the quality and depth of the instruction provided to undergraduate students – and the ability to provide graduate students with adequate supervision.

As a whole, Africa spends less than 0.5% of its GDP on research, a level of funding that poses a major challenge to the continent's development. Its lack of capacity regarding research and knowledge creation has meant further marginalization. Africa has the world's lowest ratio of researchers per million inhabitants and an average of only 35 scientists and engineers per one million inhabitants. Its annual share of research publications is less than 1.5%. There is need for increased commitment on the part of governments and the private sector to invest in higher education, science and technology, research and innovation. Various options need to be explored for developing clear funding mechanisms and policies.

In most African countries, the increase in tertiary enrolment has not translated into a comparable improvement in employment opportunities. This is partly due to the mismatch between the number and type of graduates and the needs of the labour market. Indeed, there are growing complaints by employers that graduates are poorly prepared for the workplace. Thus there is a triple crisis of graduate unemployment, underemployment and unemployability. Several studies point to a need to match up employer requirements and the curriculum developed by higher education institutions.

A number of "centres of excellence" are being established in Africa, notably the AU's Pan-African University (PAU), which promotes cooperation among African countries in targeted areas within specialised regional centres to enhance quality, research, and

postgraduate education. A concrete initiative that seeks to nurture quality and exemplify excellence, the PAU is globally competitive and relevant to Africa's need and aspirations. However, even with initiatives like this, the scale of change is inadequate if the African higher education sector is to compete with those in other parts of the world. Many processes, moreover, have not been subjected to continental dialogues involving the majority of stakeholders in the sector. Finally, the lack of coordination among interventions by African governments, private actors and networks, and international development partners is causing fragmentation and reducing impact.

There is therefore an urgent need for coordinated interventions of key stakeholders involving African governments, regional economic communities, the private sector, scholars, pan-African development agencies, research and university networks, and international development partners. Across the continent, and at several national higher education policy fora, stakeholders have been demanding a platform for an Africa-wide dialogue to reposition the higher education sector to serve the needs of the continent and its people.

This context provides the impetus for the continental summit on the theme of "Revitalizing Higher Education for Africa's Future," which will be held on March 10–12, 2015 in Dakar, Senegal.

SUMMIT PARTNERS

The summit is being organized by several key pan-African organizations: TrustAfrica, African Union Commission (AUC), Council for the Development of Social Science Research in Africa (CODESRIA), United Nations Africa Institute for Development and Economic Planning (IDEP), Association of African Universities (AAU), and the African Development Bank (AfDB) and the Association for the Development of Education in Africa (ADEA). The government of Senegal will serve as the host of the summit. The National Research Foundation (NRF) of South Africa has recently joined the summit consortium. The summit is being held in partnership with international development agencies and foundations that have been active in the field of higher education in Africa, namely: the Carnegie Corporation of New York (CCNY), MasterCard Foundation, and the World Bank.

SUMMIT GOAL AND OBJECTIVES

The main aim of the summit is to create a continental multi-stakeholders' platform to identify strategies for transforming the African higher education sector. Objectives include to:

- Build a constituency for transformation and investment in Africa's higher education;
- Create a shared vision for the future of African higher education;
- Harness and highlight exemplary efforts (best practice) and initiatives in African higher education;
- Harness disparate efforts and interventions in African higher education;
- Spur and sustain innovation in African higher education;
- Create an African higher education space/community as part of the continent's integration efforts; and
- Ensure coordination and complementarities of the various initiatives, both by African actors and international development organizations, to reposition the sector.

• PARTICIPANTS AND STRUCTURE

- We envisage 500 participants at the summit drawn from the following stakeholders:
- Academics and administrators of higher education institutions
- Employers – public and private
- Governments (this includes some Presidents, Prime Ministers, Ministers of Education, Science and Technology, and Finance)
- Students associations – such as the All Africa Students Union (AASU)
- Academic and non-academic unions
- Donors – foundations, bilateral and multilateral agencies
- Families and citizens
- Business leaders

- The summit will be highly interactive, allowing exchange of experiences and views among participants. It will consist of plenary and parallel sessions over three consecutive days.

• EXPECTED OUTCOMES

- The continental summit seeks to institutionalize continental dialogue and build a movement of like-minded institutions and individuals for the transformation of the African higher education sector. Specifically, we expect to accomplish the following outcomes:
- A coalition/movement of continental and international multi-stakeholders is established to partner to host the summit and take its recommendations forward;
- Outputs of the working groups – research papers/monographs, policy papers, reports of workshops – are disseminated and available online as from September 2014;
- Outcomes of the summit influence national and regional policy to transform higher education sector;
- Civil society organizations participating in higher education policy processes at national and continental levels lead to better policy and effective implementation;
- Gaps are bridged between governments, universities' administrators and academic and non-academic unions on the continent;
- Gaps are bridged between African higher education institutions and the private sector;
- Greater coordination of disparate initiatives to transform the African higher education sector takes place;
- A shared vision about the future direction of higher education in Africa is developed;
- A comprehensive inventory of previous and current interventions – players, goals and core activities, plus immediate and wider impact is provided;
- An agenda for the future of partnerships between Africans and international development partners is agreed to;

- An agenda for African national and regional governments is agreed to;
- A framework for increased investment in the higher education sector is established;
- Commitments to research, science and technology are made;
- Principles guiding future actions to transform African higher education are agreed to;
- New and improved relationships with key stakeholders that facilitate change and future action, especially among governments, administrators of higher education institutions, and academic and non-academic unions are strengthened; and

- African higher education improves its position in the global system.

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Director of the Summit

TrustAfrica

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ADEA Policy Brief 1

Assuring Quality, Excellence and Relevance in African Universities

INTRODUCTION

Universities in Africa have suffered from sporadic support, resulting in uneven development and varying quality. In a global knowledge economy with rapid changes in innovation and technology and increasing demand of the labor market for skilled human resource, African leaders and stakeholders are putting in place policies, frameworks and mechanisms aimed at strengthening the continent's higher education and research space, with quality, excellence and relevance as priority areas of focus. Investing in universities in Africa is critical for developing an inclusive and diverse knowledge society that can advance research, innovation and creativity to accelerate Africa's development.

Quality in this brief refers to higher education's fitness to meet standards defined by quality assurance bodies and appropriate academic and professional bodies. In higher education, quality encompasses all functions and activities namely academic programs, human resource, students, teaching and learning, infrastructure and research and innovation as defined within the context of national cultural values and developmental goals and aspirations.

Relevance in this context refers to training graduates to think critically, continually update knowledge and skills and effectively use existing and emerging opportunities to innovate and create jobs in a rapidly changing global knowledge economy.

Excellence refers to development of world-class higher education systems that produces skilled graduates especially those with expertise in areas of high demand such as science technology and innovation.

CHALLENGES WITH ATTAINING QUALITY, RELEVANCE AND EXCELLENCE

Poor governance and management of institutions are key challenges facing quality in African universities, leading to poor retention capacities, such as unattractive terms and conditions of service and lack of career growth opportunities which in turn leads to attrition and consequently academic staff shortages. Lengthy matriculation and low graduation rates also discourage student

enrollment. These challenges drive academic staff and potential students to seek career and education opportunities in other continents, resulting in brain drain.

Brain drain poses a great risk to Africa's socio-economic development because replacing professionals is a huge financial undertaking. Between 1990 and 2004, Africa lost about 20,000 professionals a year. In 2008 Sub-Saharan Africa had 223,000 students enrolled in higher education institutions outside their home countries.

“ Africa's rapid economic growth and its push for more effective participation in the global knowledge economy is driving the continent's leaders and stakeholders to examine the quality of its higher education, with the view to strengthening existing quality assurance infrastructure and creating new ones. ”

Financing is also a major challenge. A study conducted by the Southern Africa Development Community (SADC) in 2008 found that funding levels have not changed over the previous ten-year period and that there was little evidence of private sector support for higher education.

Massification due to unplanned and increased student enrollments and its attendant challenges of overstretched physical facilities, inadequate teaching and learning resources, reduced contact between teachers and students and hiring of less qualified staff, has also affected quality. Massification has led to emergence and expansion of satellite campuses and private providers of varying quality.

With regards to relevance, massification has led to the emergence of diversification of courses, some of which do not seem to have priority relevance to the needs of the job market or national, continental or the global economy. Lack of entrepreneurial skills training has

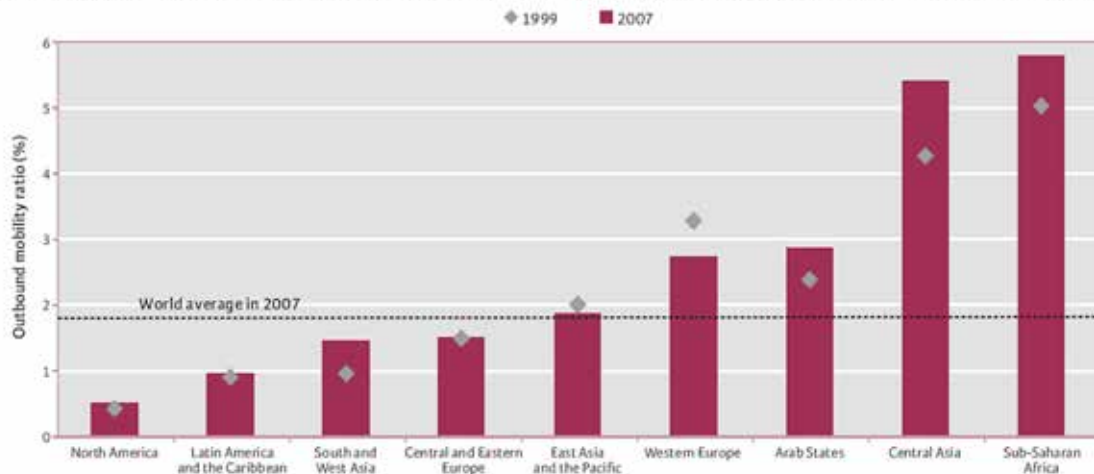


Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

This policy brief is produced by the Association for the Development of Education in Africa (ADEA) for the Summit on Higher Education on Revitalizing Higher Education for Africa's future (Dakar, Senegal, March 10-12, 2015)

Figure 1.

How mobile are the world's tertiary students?
 Number of mobile students from a given region as a percentage of tertiary enrolment in that region (outbound mobility ratio), 1999 and 2007



Source: P. Okebukola, Quality Assurance in Higher Education: The African Story of Achievements and Outstanding Needs, Global University Network for Innovation (GUNI)-Africa, CHEA-2012.

been identified as a major deficiency. These factors combined have led to an increase in graduate unemployment, indicative of a mismatch in quality and relevance of university education against the demands of the labor market.

Furthermore, Africa, compared to other continents, engages in low levels of research input and therefore contributes low outputs. In order to achieve excellence, it is important for African Universities to conduct and participate in research nationally and globally and disseminate results to benefit innovation and development.

EFFORTS TO IMPROVE QUALITY, RELEVANCE AND EXCELLENCE

Africa's rapid economic growth and its push for more effective participation in the global knowledge economy is driving the continent's leaders and stakeholders to examine the quality of its higher education, with the view to strengthening existing quality assurance infrastructure and creating new ones. National commissions for higher education have been established in a number of countries and regional and continental quality assurance systems have been established or strengthened.

The LMD reform in francophone countries

One notable regional effort in quality assurance is the Licence-Master-Doctorate (LMD) reform in Francophone countries. Its aim is to develop joint mechanisms to promote quality, efficiency and performance in higher education and to ensure that degrees from its eight member countries the Francophone West African Economic and Monetary Union (UEMOA) are recognized internationally. The UEMOA Commission is providing support for the

transition to the LMD system and for the establishment of a quality assurance mechanism.

Continental initiatives

At the continental level, the African Union Commission (AUC) is spearheading the development of the African Quality Rating Mechanism (AQRM) intended to provide a set of standards against which the performance of Higher Education Institutions (HEIs) can be objectively measured and compared.

The AUC and partners, namely UNESCO and ADEA, are supporting the acceleration of efforts towards agreeing on mechanisms and structures for the harmonization of higher education degrees and qualifications through the Arusha Convention promulgated in 1981, which 21 countries have ratified.

The Association of African Universities (AAU) hosts the African Quality Assurance Network (AfriQAN) which provides capacity building support to national and continental quality assurance agencies and institutions.

These continental efforts also aim at facilitating identification and support to Centers of Excellence (COE) across Africa. The most recent development in COEs is the Pan African University (PAU), established to consolidate intellectual resources of already existing Africa's universities and research centers into regional knowledge hubs to address key developmental challenges of the continent in the fields of basic sciences, technology and innovation; life and earth science, water, energy and climate change; governance humanities and social sciences; and space sciences. PAU, which is a new generation of African universities, primarily aims to strengthen quality and standards of excellence through postgraduate training and research.

Africa is endowed with a number of known COEs with plans for expansion. Notable among these are the International Center for Insect Physiology and Ecology (ICIPE) in Kenya and the International Institute for Water and Environmental Engineering (2IE) in Burkina Faso. The task ahead is to strengthen capacities of such centers and partner them with HEIs continentally and internationally. The African Institute for Mathematical Sciences (AIMS) based in South Africa and the Regional Initiative for Science and Education (RISE) are leading such partnerships.

The World Bank is in the process of identifying and providing support to 19 Centers of Excellence (ACE) in West Africa with focus on the development of scientific and technological skills.

Sub-regional initiatives

At the sub-regional level a number of success stories aim at improving quality as catalysts for strengthening the African Higher Education and Research Space (AHERS) using different approaches.

The African and Malagasy Council for Higher Education (CAMES) approach is more centralized, whereby institutions are assessed directly. CAMES carries out evaluation and recognition of qualifications every two years, using input criteria such as entry requirements, curriculum content, the qualification of teaching staff, and the nature of the qualification awarded.

The Inter-University Council of East Africa (IUCEA) approach is more indirect, whereby it sets standards with stakeholders and implementation is left to national agencies.

The Economic Community of West Africa (ECOWAS) and the Southern African Development Community (SADC) have also developed protocols for quality assurance.

The African Union, in partnership with the European Union, is building capacity in the development of frameworks for assessing learning outcomes. As part of harmonizing efforts in higher education in Africa, the Tuning Africa Project, set up in 2011, will enhance the recognition of academic qualifications nationally, regionally, and continentally.

There are also ongoing efforts and initiatives to connect Africa to the global knowledge network for collaboration in addressing key challenges facing research and innovation. A number of countries have set up intellectual Diaspora initiatives to engage with their countries' intellectuals in the Diaspora who are in diverse academic, research, and business fields. Examples include the Association of Nigerian Physicians in the Americas (ANPA), the Malawian Initiative for National Development (MIND) and the Ethiopian Diaspora group based in North America, known as the Association for Higher Education and Development (AHEAD). The Network of African Science Academies (NASAC) has been formed as collaboration

between the African Academy of Sciences (AAS) and eight African national science academies. The NASAC is expanding internationally, connecting with the European Science Foundation (ESF) and the International Council of Science (ICSU) to develop research for development.

KEY ACTIONS REQUIRED TO ASSURE QUALITY, RELEVANCE AND EXCELLENCE IN AFRICAN UNIVERSITIES

African universities are experiencing rapid development. It is therefore imperative to have strong, visible think tanks, at national, sub regional and continental levels, committed to developing and strengthening them. These think tanks should work in collaboration with governments, and with the various national, regional, and international organizations to develop appropriate policies, mechanisms and structures that streamline and strengthen current efforts towards ensuring quality, relevance and excellence in African universities.

Proposed actions to be carried out by various bodies to improve the quality, relevance and excellence of African universities are the following:

Actions to be carried out at the institutional level

- ▶ Establish a continuous improvement process for program and institutional accreditation, involving a broad group of stakeholders.
- ▶ Improve the quality and quantity of research by increasing funding, providing adequate and modern research facilities and infrastructure, and rewarding research excellence.
- ▶ Establish partnerships with exemplary public and private universities to share good practices on providing quality education.

Actions to be carried out by national quality assurance agencies

- ▶ Collaborate with other national quality assurance agencies within and outside Africa by establishing partnerships and developing Memoranda of Understanding for capacity building and resource-sharing.
- ▶ Ensure effective use of ICT in quality assurance and accreditation processes. Technology, such as video conferencing, can be used to deliver results or conduct meetings, thus saving time and financial resources.
- ▶ Mobilize African diaspora in quality assurance and accreditation so that they can infuse their overseas experiences into local practice and help with setting up of minimum standards in curriculum development and research.

- ▶ Establish minimum set of standards for online providers and accreditation of online courses. African QA agencies can borrow from successful practices in other regions such as North America.

Actions to be carried out by National governments

- ▶ Establish a tested and self-certified National Qualification Framework (NQF) developed by competent public authorities in collaboration with a diverse range of stakeholders.
- ▶ Improve investment in universities, especially providing adequate financial resources to improve teaching, learning, research, and staff working conditions.
- ▶ Engage the support of development partners in the strengthening of QA through capacity building activities and pushing the agenda of quality in universities.
- ▶ Improve quality at the basic and secondary education levels in order to improve the input into universities.
- ▶ Focus attention on national rankings to provide basis for transparency and enhance quality in universities.
- ▶ Enhance participation of women in quality assurance and accreditation process. Provide greater visibility for participation of women as members of accreditation panels, staff of national QA agencies, head of HEIs, and head of national QA agencies.

Actions to be carried out by regional bodies

- ▶ Develop a Regional Qualifications Framework (RQF) to facilitate processes for credits accumulation and recognition of qualifications across borders.
- ▶ Strengthen centers of excellence to improve research capacity and share in the global scientific outputs. The Pan African University (PAU) is an example of such endeavor.
- ▶ Encourage regional collaboration to facilitate capacity-building support to less developed universities in areas such as peer review for accreditation.

Actions to be carried out by continental bodies

- ▶ Share good research practices, for instance through the African Higher Education and Research Space being proposed by ADEA and AU.
- ▶ Strengthen AfriQAN through provision of sufficient funding resources by African countries.
- ▶ Accelerate ratify and signing the Arusha Convention in all AU Member States in order to complete national and regional efforts of creating effective systems of quality assurance, accreditation, and recognition of certifications.
- ▶ Create a Continental Qualifications Framework (CQF) from consultations with a wide range of stakeholders. The CQF should be led by a continental body committed to development of higher education such as the AAU.
- ▶ Develop a unified qualifications network such as the Licence-Master-Doctorate (LMD) being implemented in Francophone countries.
- ▶ Develop an African Credit Accumulation and Transfer System (ACTS).
- ▶ Consolidate under-performing institutions within the continent into central hubs for more effective knowledge production and innovation.

Actions to be carried out by development partners

- ▶ Support the transfer of technical assistance on quality assurance experience from other regions of the world to African universities and national quality assurance agencies.
- ▶ Facilitate partnerships between African universities and high performing universities around the globe.
- ▶ Provide targeted funding such as funding for quality improvement, funding for sub regional and national higher educational bodies to develop their efforts in quality assurance.

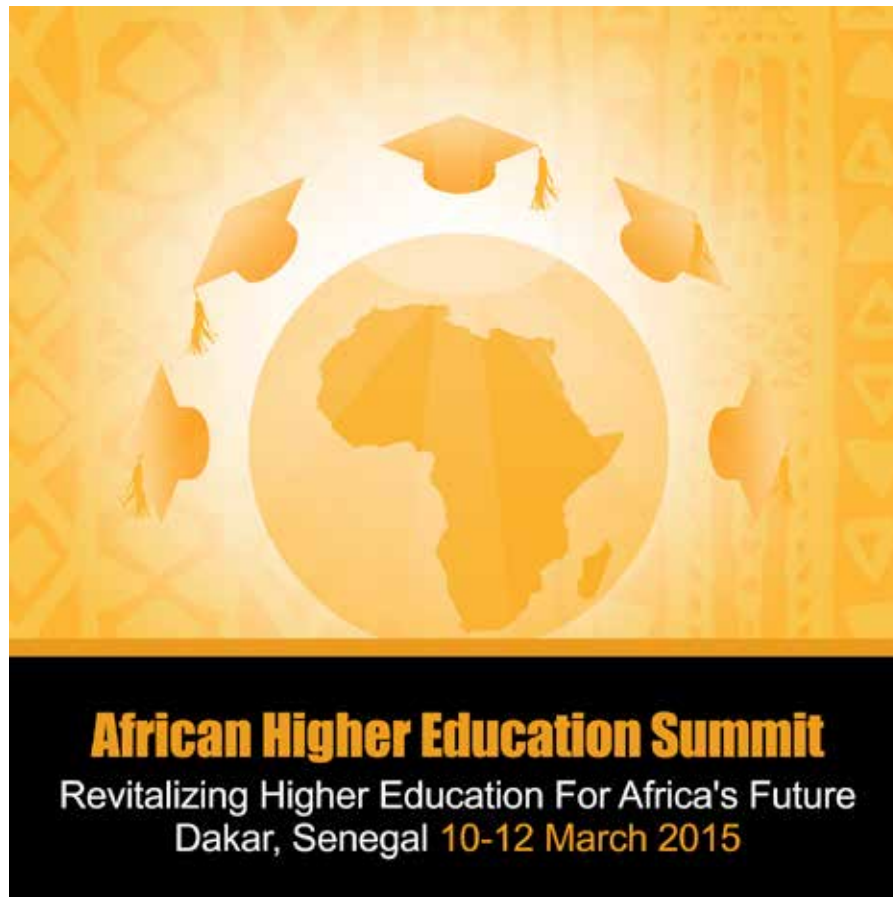
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Association for the Development of Education in Africa (ADEA)

ADEA was created in 1988. Since its founding it has grown from a donor-driven platform for coordinating development aid to a Pan-African Organization working closely with the Africa Union and hosted within the African Development Bank.

ADEA represents a partnership between African ministries of education and development partners. It is also a Forum for policy dialogue bringing together a vibrant network of African Ministries of Education, bilateral and multilateral development agencies, researchers and stakeholders from Africa and around the world.

Collectively the network aspires to the vision of high quality education and training. Programs focus on supporting education systems to develop the critical knowledge and skills needed for Africa's accelerated and sustainable development.

In 2013, the African Union's Heads of State endorsed the Strategic Policy Framework developed by ADEA to guide the transformation of African education and training systems.

ADEA programs are implemented by the ADEA Secretariat, which is based within the AfDB, and by its Working Groups, Task Forces and Inter-Country Quality nodes, which address specific education and training themes and challenges.

Members include 15 bilateral and multilateral development agencies and 18 Ministries of Education.

For more information go to the ADEA web site at www.adeanet.org

ADEA Policy Brief 2

Stimulating Science, Technology and Innovation (STI) Development in Africa: An Urgent Post-2015 Agenda

INTRODUCTION

At a time when the global community takes stock of achievements of the Millennium Development Goals and prepares for the post-2015 development agenda, Higher Education (HE) and Science, Technology and Innovation (STI) are poised to play even greater roles in addressing the challenges facing Africa. Indeed, issues such as food security, energy, climate change, water, transport, communications infrastructure and human resources development will require scientific and technological solutions.

Recent commitments made at the Nairobi and Rabat Ministerial Forums in 2012 and 2014 and the ADEA Triennale in 2012 reflect stakeholders' renewed engagement and alignment with international STI policies and strategies. STISA-2024 [see Box 1] represents such a reference framework for member states and Regional Economic Communities (RECs) to design and coordinate their STI development agendas and initiatives in the upcoming decade. Africa's HE and research institutions need to step up their role of scientific knowledge generation and knowledge dissemination in order to meet the increasing demand of labor markets, and the developmental needs of communities and a growing youthful population.

Africa's HE and research institutions need to step up their role of scientific knowledge generation and knowledge dissemination in order to meet the increasing demand of labor markets, and the developmental needs of communities and a growing youthful population.

WHY IS STI IMPORTANT?

A knowledge-based economy is expected to drive sustainable social-economic transformation and underpin the creation of employment opportunities, especially for a bulging youth generation. Africa requires a boost in attention to and development of STI to urgently address challenges posed by climate change, desertification and land degradation, drought, loss of biodiversity and sustainable natural resource management. As the UN prepares to adopt a post-2015 development agenda, a Common African Position (CAP) has been published in 2014. The CAP recognizes rising trends such as popu-

lation growth and the youth bulge, urbanization, climate change and inequalities. It reiterates the importance of prioritizing structural transformation for inclusive and people-centered development in Africa. According to the document, such a development approach requires the advancement and enhancement of adequate policy space and productive capacities, notably through infrastructure, science, technology development, transfer and innovation. CAP positions STI as the second of its six pillars and commits to:

- Enhancing technological capacities for Africa's transformative agenda,
- Building enabling environment for innovation,
- Increasing support for research and development, and
- Optimal utilization of space and geospatial technologies.

“ Africa's higher education and research institutions need to step up their role of scientific knowledge generation and knowledge dissemination in order to meet the increasing demand of labor markets, and the developmental needs of communities and a growing youthful population... Recent indicators show that Sub-Saharan Africa only accounts for less than 1% of the world's research output, despite having 12% of the world's population. ”

TAKING STOCK AND MONITORING STI IMPLEMENTATION

Robust and reliable indicators are essential for effective implementation of STI policies and strategies. Such indicators are to be used to monitor global technological trends, conduct foresight exercises, and deter-



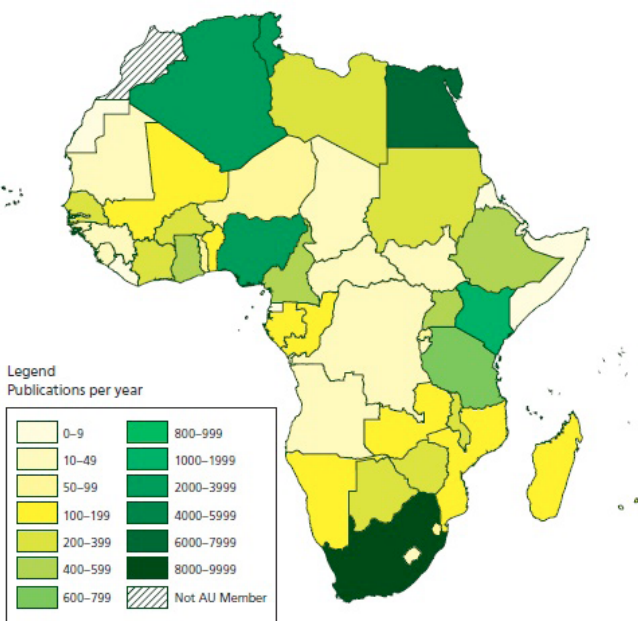
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mine specific areas of investment. The African Science, Technology & Innovation Indicators Initiative (ASTII) is a mechanism developed for this purpose and is being implemented through a number of key projects. Firstly, it seeks to promote the adaptation to, and adoption of internationally compatible policy-relevant STI indicators and methodologies; to build upon institutional capacities and to develop an African network for STI indicators. Secondly, it has set-up the African Observatory on Science Technology and Innovation (AOSTI) to stimulate and promote the use of Science & Technology (S&T) in supporting sustainable development in Africa. AOSTI is also designed to be a repository for STI statistics as well as to provide analytical support for evidence-based policy-making in the continent

AOSTI published in 2011 an assessment of Scientific Production in African Union (AU) between 2005 and 2010 through the “African STI Outlook”, and in 2014 came out with a second edition. The African Development Bank (AfDB), ADEA and UNESCO have also produced publications and organized regular forums that examine issues pertaining to STI on the continent. In 2014, the World Bank-Elsevier published a report examining the research enterprise, which a particular focus in STEM (Science, Technology, Engineering and Mathematics), over 2003-2012 in the sub-Saharan African region.

Map: Scientific output of the African Union, 2005-201



Source: African Science, Technology and Innovation Outlook 2013 computed with data from the Scopus database.

Box 1

AU/ NEPAD Science and Technology Consolidated Plan of Action (CPA)

The AU had developed Africa’s Science & Technology Consolidated Plan of Action (CPA) for 2006-2010. Erected on the three interrelated pillars of capacity-building, knowledge production and technological innovation, the Plan articulates Africa’s common objectives and commitment to collective actions to develop and use science and technology for the socio-economic transformation of the continent and its integration into the world economy.

CPA’s specific programmes and projects are grouped into two core areas:

1. Research and Development clusters: including themes like energy, water, biotechnology; Biodiversity, Biotechnology and Indigenous Knowledge, known as the African Biosciences Initiative (ABI); and
2. Mechanisms to improve policy and promote technological innovation: including the African Science, Technology & Innovation Indicators Initiative (ASTII), Building public understanding of S&T, and building a common African strategy for biotechnology.

Recent indicators show that Sub-Saharan Africa only accounts for less than 1% of the world’s research output, despite having 12% of the world’s population. Some modest gains are observed with the region (excluding South Africa) almost doubling their share of global research output from 0.44% in 2003 to 0.72 % in 2012. The recent growth in Africa’s research has been overwhelmingly driven by advances in research capacity in the health sciences, which today account for over 45% of all research in Africa.

Overall, research in the physical sciences and STEM-related fields makes up only 29% of all research in the region (when South Africa is excluded) compared to an average of 68% in Malaysia, which had the same research output as Africa in 2003. In fact, the share of STEM research in sub-Saharan Africa has declined by 0.2% every year since 2002. Fewer articles (32% below the global average) cited the continent’s science research, and this number has stayed the same since 2003, suggesting less quantity, and quality.

While much has been achieved in regional socio-economic integration, there is very little intra-African collaboration in research and STI development and application

including joint post graduate training. A very large share of the region's research is a result of collaboration with international partners – nearly 80% in southern Africa (excluding South Africa at 45%) and 70% in East Africa. While there are benefits to be had for both partners, it suggests a lack of internal capacity to produce quality research and attain the standards of independent and transparently-funded research. The establishment of the Pan-African University by the AU is expected to address the gap of intra-African collaboration in research.

AFRICA'S LEADERS AND STAKEHOLDERS PRIORITIZE STI

The AU has positioned STI as an integral part of its strategic plans and has instituted several dedicated organs. One of its fourteen Specialized Technical Committees is for 'Education, Science and Technology'. The African Ministerial Council on Science and Technology (AMCOST) is responsible for establishing policies, priorities and strategies for S&T co-operation and has a Steering Committee for the same. The AU Commission (AUC) has a 'Human Resources, Science and Technology' portfolio with its 'Science, Technical and Research Commission (STRC)' mandated to promote S&T.

The New Partnership for Africa's Development (NEPAD), a technical body of the AU, is the pan-African vision and strategic framework for the socio-economic development of the continent and has an Office of Science & Technology that provides overall technical and intellectual leadership in the domain. The AU/NEPAD published in 2005 a policy document entitled "Africa's Science and Technology Consolidated Plan of Action" (CPA), Building on the NEPAD experience, AU is formulating a new long-term development trajectory through Agenda 2063. This is both a vision plan and an action plan over short, medium and long terms, and represents renewed and invigorated efforts to catalyze development of the continent. Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) [see Box 2], approved by AMCOST and adopted in 2014, is AU's decadal strategic framework for accelerating Africa's transition to an innovation-led, knowledge-based economy within the overall framework of the AU Agenda 2063.

The African Development Bank (AfDB) has also developed a Ten Year Strategy for the period 2013-2022 with one of its operational priorities on 'Skills and technology' highlighting the need for investment in S&T.

Regional co-operation also features in Africa's Science and Technology CPA. Furthermore, AU's officially recognized Regional Economic Communities (RECs) are today important development and political institutions. They have also, to varying extents, developed well-de-

Box 2

AU Science, Technology and Innovation Strategy for Africa (STISA)

Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024), has been developed following an inclusive participatory process involving policy-makers, prominent scientists, and researchers at home and in Diaspora; institutions and organizations including the AUC and NEPAD. STISA-2024 identifies STI tackling six critical socio-economic priority areas, namely: eradication of hunger and ensure food & nutrition security; disease prevention and control and ensuring well-being; communication; protection of our space; live together – build the community and; wealth creation.

It takes into cognizance the need to revamp STI infrastructure in Africa, enhance technical and professional competencies, and also provide the enabling environment for STI as prerequisites to achieve its mission. Flagship research programs and actions with estimated budget and funding sources will be elaborated to respond to the challenges along the key priorities' impact areas by the scientific community and all relevant stakeholders. Both prerequisite actions and flagship programs will take stock of existing initiatives and will build on existing program actions already identified in the CPA.

defined objectives, common frameworks and cooperation programs in STI and Higher Education. EAC has established the East African Science and Technology Commission (EASTECO); ECCAS has a Protocol on Co-operation in Science and Technology; ECOWAS has a policy and action plan on Science & Technology (ECO-POST); and SADC has an STI Desk and has adopted a Protocol on STI.

Foreign Direct investment into Africa continues to diversify beyond commodity producing sectors and regional integration has made significant strides. There is a unique array of natural resources, a rich indigenous knowledge base and potential for an emerging green and blue economy to be tapped. In addition, there is a fast rising broad based African entrepreneurial and middle class and more critically, a youth bulge. All these will drive up the demand for higher education and continuous professional development training in S&T. Africa is thus uniquely positioned at a confluence of factors that present a great

opportunity for rapid development. 'Business as usual' approach will no more serve the purpose. It is time for stakeholders to move to the next gear in terms of action and commitment, and rectify any lacuna.

POLICY RECOMMENDATIONS

Recent reports point to chronic underfunding and lagging investments in research and STI and over reliance on donor funding. Earlier commitments of 1% of GDP spending on research and development have not been met.

The following are policy recommendations for stimulating the development of STI on the African continent

Recommendation N°1: Implement strategies and policies adopted at all levels

There is a critical need to renew commitments to strategies and implementing policies adopted at the continental (AU) and regional levels (RECs). This entails the following:

Develop and strengthen National STI Policies

Some countries still lack or have inadequate national STI policies. Development partners, including AfDB, can provide support in the exercise of instituting and revamping such frameworks. UNESCO, for instance, has been helping to develop national STI policies for African countries still lacking one and is working with others to reform their science systems, assisting them in policy formulation, facilitating the adoption of national policies and accompanying them in elaborating and implementing strategies and programs.

Enhance monitoring mechanisms and evaluations

In addition to development partners and dedicated AU agencies having their own monitoring mechanisms and reports, a structure like the African Peer Review Mechanism (Africa's self-assessment for good governance) could be enhanced to explicitly include STI as one of the thematic areas under consideration. National academies and national/regional STI think-tanks should take the lead and strengthen their roles in assessment and policy formulation. These will further empower Africa to take ownership of her own monitoring agenda.

Adapt to adopt internationally compatible policy-relevant STI indicators

The ASTII mechanism recognizes that quality, relevant and frequently updated data is critical in furthering the STI agenda. National STI institutions need to produce and use policy-relevant STI indicators and contribute to the training of specialists on the same, with the technical help of HE Institutions (HEIs). Member states and Development Partners are urged to provide the necessary technical and financial support to sustain the AOSTI.

Recommendation N°2: Strengthen the teaching and lifelong learning of mathematics, science and technology

Improving the teaching and learning of science and mathematics is the foundation for STI development in Africa. Teaching and lifelong learning of science and technology therefore needs to be strengthened at all levels, starting from basic education. This entails improving the quantity of teachers and the quality of teacher education in science and mathematics. This is fundamental for the successful acquisition of scientific and technological knowledge, skills and qualifications. The development of STI in Africa is therefore dependent on the quality of teachers in mathematics and science, the quality of their in-service training and the professional development provided. HEIs should continue to develop and facilitate such programs to enhance the training capacity and quality.

Recommendation N°3: Sustain policy dialogue

The political commitment has to be maintained, if not increased, with STI placed as an area of national priority. The political goodwill for science in Africa can be boosted by increasing involvement of scientists in the national political sphere. Active participation of scientists in politics or the creation of national positions like Research Chairs or Science Advisor can positively influence STI policies.

Recommendation N°4: Increase and sustain funding

Funding bodies need to be guided by new and independent research that has reconfirmed and quantified some of the economic and societal benefits of public investment in scientific research. These lead to economic growth through an increase in private sector productivity, and create benefits through increased interaction between the academic and private sectors. The UK's "The Campaign for Science & Engineering (CaSE)" report, for instance, calculates that the private sector R&D output rises by 20% per year in perpetuity of the amount invested by the government on R&D through the raising of country's knowledge base. This leads to a virtuous circle of investment that amplifies the economic benefits.

Recommendation N°5: Stimulate and intensify collaboration with the private sector

The potential for private-public sector collaboration in STI in Africa is enormous and there should be a new drive to develop partnerships beyond areas like health-care and agriculture. To remedy the current small share of collaborations between academics and corporate, avenues for increased cooperation in biotechnology, renewable energy, construction, ocean economy should be further exploited. Fast evolving areas like Big Data, which will spur creative and innovation ways to han-

dle and analyze vast volumes of data, have commercial and medical applications and should attract more support from the private sector. Ideas like 'Corporate Science Responsibility' have been referred to as means to actively engage businesses in the development of STI.

Recommendation N°6 Boost infrastructure and protect intellectual property

Stakeholders should also invest in strategic infrastructure like High Performance Computing (HPC), robust data and internet connectivity and state of the art facilities on campuses. Universities should promote consultancy and spin off companies, and new campuses can be integral part of master plans that include science and technology parks. Generation of knowledge and technology need to be supported and protected by appropriate intellectual property rights (IPR). Support to the Pan African Intellectual Organization (PAIPO) and national framework for IPR is instrumental in the process.

Recommendation N°7: Leverage international partnerships

Flagship international projects are being sited in Africa and HEIs have to make best use of these opportunities. For example, the Square Kilometer Array (SKA), the world's largest and most sensitive radio telescope, will be largely based in South Africa with outstations in Botswana, Ghana, Kenya, Madagascar, Mauritius, Mozambique, Namibia and Zambia. The commissioning and operations will call upon a vast array of skills, including scientists, engineers, computer professionals, construction workers and technicians.

Another example is the African Institute for Mathematical Sciences (AIMS) founded as a partnership between prestigious western Universities and African Universities for post-graduate training and research for talented students from the continent. The first one was set up in South Africa, followed by Senegal, Ghana, Cameroun and Tanzania. The AIMS-Next Einstein Initiative (AIMS-NEI) plans to create 15 centers across Africa, offering opportunities for HEIs to join forces.

Recommendation N°8: Support Pan-African networks and Centers of Excellence

The Pan African University (PAU) is an umbrella education structure designed by the AUC to foster high-quality teaching and research in S&T sectors with focus on key priorities identified in STISA-2024. It has the support of the Association of African Universities and takes shape by bringing together existing African educational institutions under a series of thematic hubs and satellite centers in five geographic regions of the continent.

Other networks in S&T have been instituted or have evolved naturally and they are all synergizing efforts and working towards the vision of an integrated research and development culture. Examples include various Re-

gional Universities Association, NEPAD's Water Centres of Excellence; Africa Biosciences Initiatives (ABI) with four regional networks; the African Network for Drugs and Diagnostics Innovation (ANDI) in health sector. Academic and research networks have the potential of promoting intra-African and south-south collaboration among the next generation of researchers. The Southern African Regional Universities Association (SARUA) knowledge co-production framework in the area of climate change illustrates this.

Recommendation N°9: Tap African Human Capital

Public and private sector schemes are to be devised to curb the brain drain and attract back the Diaspora. Returning scientists bring significant benefits to the national science output. HEIs should maintain an active and productive connection with their alumni network,

Box 3

Strengthening the teaching and lifelong learning of STI - Recommended actions

1. Articulate policies and strategies for capacity building of science and mathematics teachers through pre-service, in-service and continuous professional development, pedagogy and practice.
2. Give increased attention to research on the status of science education at all levels: content, pedagogy and practice.
3. Increase the quality of teaching profession recruits. The quality of science education in Africa will ultimately depend on the quality of those recruited for teacher education, of in-service training and of professional development provided, especially for mathematics and science teachers, and on numbers to meet current and future demand for rapidly increasing enrolments.
4. Use ICT and Internet in teaching and learning. ICTs enhance access to and dissemination of information as well as reduce time and cost. A number of African countries, including Kenya and Rwanda, have embraced ICT and incorporated it into primary schools as a part of enhancing scientific literacy and building positive attitudes to technology.
5. Develop quality assurance mechanisms. These should be used to validate and certify skills and knowledge acquired, accrediting institutions and making information available.

Source : : Expected action points, Lifelong acquisition of scientific and technological knowledge and skills for the sustainable development of Africa in the context of globalization

where role models can be called upon to guide and advise students into pursuing rewarding STI career paths. Accomplished African scientists operating abroad should be provided with local Visiting faculty positions, where they will also be involved outreach activities to inspire the younger generations. They can also be involved in joint-supervision of post-doctoral researchers, who have to be given the right support to enable them to pursue STI activities in Africa itself.

Recommendation N°10: Promote equality and diversity

Policy makers and HEIs also have to address gender parity in STEM courses, implement quality assurance mechanisms and ensure that a fair share of S&T courses are being offered at post-secondary level. The expansion of higher education unfortunately tends to favor non-S&T courses, most likely due to the substantial infrastructure



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investment required for running S&T classes. S&T enrolment can be boosted by offering competitive fees on par with non S&T courses, as well as ensuring a minimum quota for STEM fields in any set of scholarships offered by governments or agencies.

Recommendation N°11: Adapt and keep pace with emerging trends

HEIs can formalize multidisciplinary and interdisciplinary research within and among faculty and campuses. Unprecedented opportunities have been heralded through access to online tools and materials; and these should form an integral part of STEM training. Open-access journals, open data and online courses have to complement traditional university systems. Doctoral schools, as established in France for example, pool together resources from two or more HEIs and provide structured training for PhD. This model can be replicated at national or even regional levels to optimize upon limited resources and stimulate collaboration. Faculties can look into mainstreaming entrepreneurship training and innovation exposure into their curriculum. These and activities similar to the 'Co-operative education/internship program' as widely implemented in Canadian Universities promote industry and private sector linkages.

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Association for the Development of Education in Africa (ADEA)

ADEA was created in 1988. Since its founding it has grown from a donor-driven platform for coordinating development aid to a Pan-African Organization working closely with the Africa Union and hosted within the African Development Bank.

ADEA represents a partnership between African ministries of education and development partners. It is also a Forum for policy dialogue bringing together a vibrant network of African Ministries of Education, bilateral and multilateral development agencies, researchers and stakeholders from Africa and around the world.

Collectively the network aspires to the vision of high quality education and training. Programs focus on supporting education systems to develop the critical knowledge and skills needed for Africa's accelerated and sustainable development.

In 2013, the African Union's Heads of State endorsed the Strategic Policy Framework developed by ADEA to guide the transformation of African education and training systems.

ADEA programs are implemented by the ADEA Secretariat, which is based within the AfDB, and by its Working Groups, Task Forces and Inter-Country Quality nodes, which address specific education and training themes and challenges.

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How to Improve the Employability of Higher Education Graduates: <http://bit.ly/1wMci2R>

Integrating Emotional Intelligence into Higher Education in Africa

By Joel Alemibola Elegbe

The role of higher education in Africa has evolved over the years. In the colonial era, it produced the bureaucratic elite used by the colonial administration to manage the expropriation of African natural resources as well as facilitate the implementation of the "Indirect Rule" policy in the British colonies, and "Assimilation" and "Assimilado" policies in French and Portuguese colonies respectively. In the post-independence era, higher education was used as an instrument or agent of economic growth, nation building and Africanization (Woldegiorigs et al. 2013). It sought to address the challenges created by the aftermath of the colonial administration and to accelerate political transformation.

Beginning from the 1990s higher education faced the challenge of driving knowledge-based economy and sustainable development in a globalized and high technology economy. Consequently, emphasis in programs began to shift from humanities and social sciences to science, technology, engineering and mathematics – a complete departure from the colonial model. The shift has not been fast enough as evidenced by a huge population of unemployed university graduates who have not been equipped by higher institutions with the skills (scientific, engineering and technological) required by the market place or the national economy. Implicitly, there exists disconnect between the needs of society and what higher education actually offers.

The current pursuit of science and technology may succeed in equipping African youth with employable skills in the future within their national borders but may not adequately prepare them to be global executives and entrepreneurs in a global environment characterized by multi-cultural sensitivity, competitiveness and innovation. The reason is that higher



education appears oblivious of the global realities and needs borne of globalization. Hence, the African Youth Report (2011) categorically called for an educational system that is geared towards providing students with the knowledge and skills needed to compete in the job market, whether locally or globally, and that education must be aligned with and tailored to the needs of both the local and global economy. At the 9th African Economic Conference held in Addis Ababa, Ethiopia (1-3 November, 2014) there was a concern that African universities were not producing quality graduates who could compete effectively with their counterparts elsewhere in the

world. In my view quality should not be defined in terms of only technical expertise; it should be holistic and needs to encompass emotional intelligence which enables an individual to be successful in managing himself/herself, his/her job and relationships with teams, clients and the community within a multi-cultural environment.

Technical expertise is a necessary threshold for obtaining a job but not a sufficient capability for global career progression and entrepreneurship. Higher education must seek to go beyond equipping students with technical and professional competencies. There is a need for stakeholders to determine the kind of graduates higher education must produce taking due cognizance of the global context, and the imperative of building a mutually reinforcing partnership with the market place. The purpose of this short paper is to make a business case for the integration of emotional intelligence into higher education programs, and also to underscore the need for policy makers, education managers, academics, students and managers of industry in Africa to partner with higher institutions to produce the kind of graduates that the society and economy actually need.

Understanding Emotional Intelligence

Psychologists and managers of organizations have consistently sought to understand the reason some employees with less intellectual endowment and academic achievement are better performers than others that are certainly more talented. It is amazing, and sometimes, shocking to observe that many colleagues or former school mates who possess great educational qualifications, talent and high IQ scores do quite badly in life while some others who are apparently not as bright do extremely well. In his book "Why A Students work for C Students and B Students for the Government", Robert Kiyosaki came to the same conclusion, like many social researchers, that it is not technical skills that necessarily make people successful entrepreneurs. The difference lies in the varying degrees of mastery of emotional competen-

cies.

Daniel Goleman (1998) who gave emotional intelligence its global popularity defines it as the ability to "monitor and regulate one's own and others' feelings and to use feelings to guide thought action". He explains that Emotional Intelligence consists of five basic emotional and social competencies, namely: (i) self-awareness - knowing one's internal states, preferences, resources, and intuitions; (ii) self-regulation - managing one's internal states, impulses, and resources; (iii) motivation - emotional tendencies that guide or facilitate reaching goals; (iv) empathy - awareness of others' feelings, needs, and concerns; and (v) social skills - adeptness at inducing desirable responses in others.

For each of these components he identified several emotional competencies which include, among others: self-confidence, trustworthiness, adaptability, achievement drive, initiative, optimism, cross-cultural sensitivity, political awareness, communication, conflict management, leadership, collaboration and cooperation, self-control and understanding others. He concludes that these emotional competencies are what employees need for outstanding performance in any organization. To be a well-rounded and successful employee, the individual must acquire emotional intelligence in addition to technical expertise which he refers to as "threshold competence".

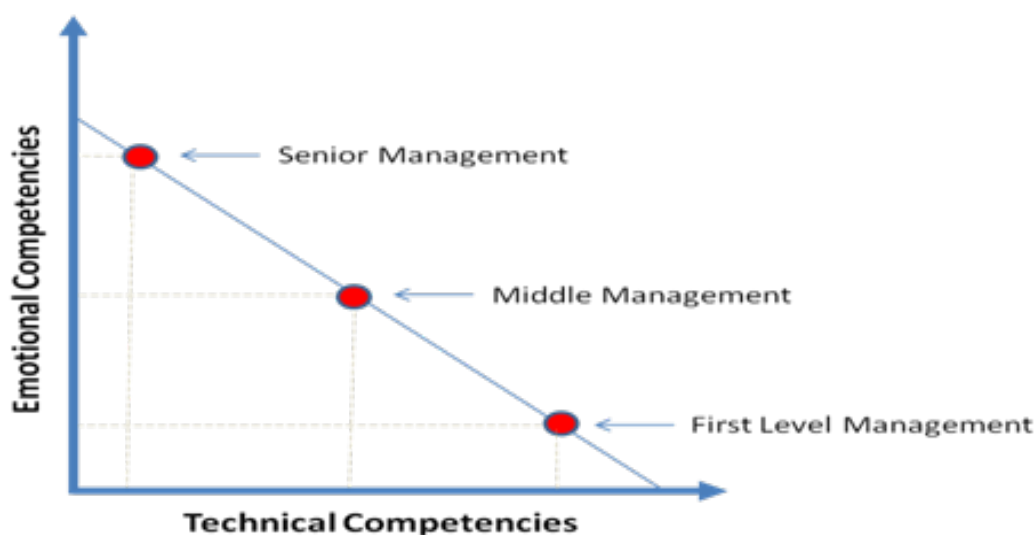
The Need for a Paradigm Shift in Higher Education

There is a compelling business case for higher education institutions to integrate emotional intelligence into the various programs. First, employers and employees implicitly recognize the inadequacy of acquiring only technical skills. Technical skills alone cannot guarantee star performance and a successful career. In other words, technical/professional skills and qualifications are a baseline, a foundation and an entry requirement; their importance diminishes (as shown in the figure 1 below) as the individual progresses up the career ladder or executive hierarchy while emotional competencies increase with application and

become ubiquitously critical for success at the higher rungs of the executive ladder. In determining ways to improve performance and professional development, emphasis is shifting from technical competencies to emotional competencies such as ability to build and lead teams, initiative, drive, influence, conflict management, communication, adaptability, trustworthiness, innovativeness, self-confidence, integrity, conflict management and cultural sensitivity. The fact that employers provide training in such areas, to compliment technical skills, underscores the imperative need for them.

Second, millennials are no longer limiting their employment search to their home country or even continent. In the face of palpable unemployment they are open to, and are indeed, frantically searching for employment abroad. However, employability across cultures demands employability attributes such as adaptability, self-knowledge, self-efficacy, self-esteem, proactivity, career entrepreneurial orientation and confidence in career self-management. In their study of post-graduate students in South Africa, Potgieter et al. (2013) found that emotional intelligence is significant in explaining their employability attributes. Millennials cannot easily acquire such attributes or emotional competencies without prior adequate preparation through university education and training.

Figure 1: Leadership/Managerial Success and Emotional Intelligence



Third, as a result of globalization and the various economic and political reforms implemented in Africa, there is emergence of an impressive array of manufacturing, telecommunications, banking, financial, and oil and gas companies. Many of them have performed so well that they are becoming global or regional corporations. Consequently, many young Africans who are working for such multinational corporations are relocated to cultures that are different from their own in many respects ranging from language, mode of dressing to values, customs and traditions. In most cases, they were never prepared

to manage multi-culturalism. African universities are not preparing students for the inherent challenges in operating in different cultures.

Finally, start-up technological companies are emerging in national capitals in African countries, from Lagos in Nigeria to Johannesburg in South Africa and from Tunis in Tunisia to Nairobi in Kenya, etc. Some of the founders are young engineers. The successful management of these companies will depend more on the possession of emotional intelligence than on technical/professional skills and financial muscle.

Therefore, higher education must prepare future potential entrepreneurs for the challenges inherent in managing people and relationships, and working in racially, ethnically, culturally and religiously different and diverse workplace in order to achieve the mission and vision of their organizations.

Integrating emotional intelligence into higher education programs

Cognizant of the business imperative to integrate emotional intelligence into higher education, the following steps would need to be taken to redress the current situation.

Rethinking: There must be a shift in thinking among education experts, managers, university faculty, parents and students about the relevance of the current higher education programs to the local labor market, the society and global economy. Is higher education producing the kind of graduates that Africa needs today and in the years ahead to achieve rapid economic development given rapid technological innovations and competitiveness in the global environment? At the forthcoming African Higher Education Summit, stakeholders need to be realistic in identifying the inadequacies of higher education and be strategic and pragmatic in deciding on the kind of change that is imperative for transformation. The ADEA Triennale of 2012 aimed precisely at achieving such a lofty goal. Integrating emotional intelligence into higher education could be one such panacea and it would be a major departure from the existing world view of higher education. A rethinking means the universities would henceforth design programs that aim at training students for jobs in the national economies, international careers and global entrepreneurship. Such programs have to be compatible with current global realities evidenced by the fact that global organizations "recruit candidates not only for today but also for tomorrow, and not for one country but for the globe" (Elegbe: 2010).

The Context: Universities must seek to analyze and understand national and international business environments respectively. Diversity and inclusion are a major consideration in multi-nationals. Respect for individual differences – gender, language, traditions,

religion and cultural idiosyncrasies – is part of the modern work ethos. Competencies which are usually considered necessary for success and effectiveness in international assignments must be identified. Global competencies and inter-generational work place keep changing, thereby calling for different combinations of emotional competencies. Managing the millenials with their talents and idiosyncrasies is a challenge. To fully understand the business context and the needs of stakeholders, universities need to establish communication and partnership with private sector organizations that are operating both domestically and internationally.

Universities-Labor Marketplace Partnership: University faculties, senior government officials in education, employers, students and parents must move out of their silos. At the moment they seem to have varying perceptions and understanding of higher education. Parents and students agonize over poor quality and irrelevance of qualifications to labor market; faculty believes it is offering its best given the limited resources at its disposal and the lack of incentives; government educators are busy blaming the faculty for lack of commitment; while employers are agonizing over the fact that skills produced are not relevant to needs and realities. The silos must be removed to have a meaningful dialogue on what higher education must produce for the stakeholders.

The universities must identify the competencies needed in the ever-changing labor market, while the private sector needs to support the universities to produce the right kind of skills for the market place and society. The involvement of corporations is particularly critical because they would bring their global experience to bear on the review of the curricula and thus ensure its compatibility with global needs. The linkage should be a permanent relationship characterized by a free flow and cross-fertilization of ideas between the parties. It should also provide opportunities for student internships, sabbatical for lecturers, guest lecturers from multinational corporations and joint research on mutually beneficial topics. The private sector's support through industrial placement program is crucial because it provides a basis for the application and reinforcement of the acquisition of the emotional competencies acquired in the classroom.

Curriculum review: A curriculum review supervised by each country's university accreditation body is imperative and should involve major stakeholders such as university faculties, private sector organizations, relevant professional associations, parents and government officials. The curricula have to be revised to encompass the acquisition of emotional competencies. Emotional intelligence could be learnt and at any age, and people get more adept at it as they acquire and apply the competencies to social situations.

Conclusion

Knowledge-based approach to job creation and sustainable development has emerged as an attractive option for African countries. Higher education is attempting to produce graduates with the right skills and knowledge in science, technology and innovation. Such skills are the threshold competencies of employment but do not equip the African youth with competencies for career progression, global leadership in multinational corporations and in entrepreneurship. The missing link is Emotional Intelligence and has to be integrated into higher education in order to provide the youth a balanced skills and competency set.

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Higher Education Reform in the Arab World

By: Katherine Wilkins, Courtesy - The Brookings Institution

ABSTRACT:

The youth-led revolutions that rocked the Arab world earlier this year have refocused attention on the region's 100 million-strong youth demographic and its critical role in the transformation of existing political, economic, and social structures in the Middle East and North Africa.

Youth under the age of 25 represent an estimated and unprecedented 60 percent of the region's population, and in many of the region's countries, approximately 30 percent of the population is between the ages of 15 and 29. They have heightened expectations for themselves and their societies, but are constrained by the economic and political realities in which they live. The current demands of Arab youth for change are rooted in deep frustrations with the existing status quo—not least of which is the failure of the social contract for advancement that should be offered by higher education.

Despite more than a decade of dramatic expansion—in enrollment, female participation, numbers of institutions, and programs—higher education in the Arab world continues to fall far short of the needs of students, employers, and society at large. In most countries, the majority of students are enrolled in institutions that lack key human and physical resources for success and suffer from overcrowding and poor quality. Efforts to address these chronic problems have had only marginal success. High unemployment among university graduates is only one measure of the reality of an educational system that is not producing graduates with the skills needed to succeed in the modern global economy and economies that are not producing opportunities for massive numbers of new entrants.

Higher education has a critical role to play in the national and regional restructuring of Arab econo-



mic and political institutions that is currently underway. The long term success or failure of today's reform initiatives will rest, to a large degree, on the ability of these societies to place higher education where it belongs—as the engine of social and economic progress. The new pressures for political change may provide a unique opportunity to break free from some of the obstacles that have held back meaningful educational changes in the past.

This working group, convened at the 2011 U.S.-Islamic World Forum in Washington, DC, brought together educators, specialists, and public sector officials from the United States and the Middle East to review the current state of higher education in the Arab world and consider the key challenges facing this critical sector of society. How are different actors in the diverse landscape of Arab higher education advancing or impeding the goals of improving educational outcomes? To what degree do regional partnerships and cooperative efforts offer opportunities to overcome local obstacles in specific areas? Finally, where has important progress been made and what policy responses and initiatives should be encouraged to improve the ability of Arab educational institutions to meet the challenges of this transformational period?

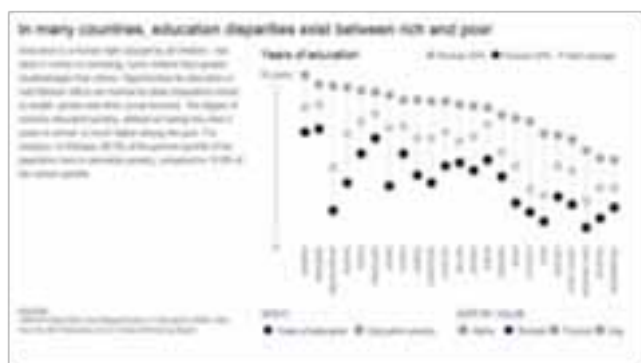


Too Little Access, Not Enough Learning: Africa's Twin Deficit in Education

By: Kevin Watkins, Courtesy - The Brookings Institution

Editor's Note: This article was originally published in the This Is Africa Special Report, Access +: Towards a post-MDG development agenda on education.

ADDITIONAL RESOURCES



INTERACTIVE

Africa Learning Barometer

September 17, 2012

Africa's education crisis seldom makes media headlines or summit agendas and analysis by the Brookings Center for Universal Education (CUE) explains why this needs to change. With one-in-three children still out of school, progress towards universal primary education has stalled. Meanwhile, learning levels among children who are in school are abysmal. Using a newly developed Learning Barometer, CUE estimates that 61 million African children will reach adolescence lacking even the most basic literacy and numeracy skills. Failure to tackle the learning defi-

cit will deprive a whole generation of opportunities to develop their potential and escape poverty. And it will undermine prospect for dynamic growth with shared prosperity.

If you want a glimpse into Africa's education crisis there is no better vantage point than the town of Bodinga, located in the impoverished Savannah region of Sokoto state in northwestern Nigeria. Drop into one of the local primary schools and you'll typically find more than 50 students crammed into a class. Just a few will have textbooks. If the teacher is there, and they are often absent, the children will be on the receiving end of a monotone recitation geared towards rote learning.

Not that there is much learning going on. One recent survey found that 80 percent of Sokoto's Grade 3 pupils cannot read a single word. They have gone through three years of zero value-added schooling. Mind you, the kids in the classrooms are the lucky ones, especially if they are girls. Over half of the state's primary school-age children are out of school – and Sokoto has some of the world's biggest gender gaps in education. Just a handful of the kids have any chance of making it through to secondary education.

The ultimate aim of any education system is to equip children with the numeracy, literacy and wider skills that they need to realize their potential – and that their countries need to generate jobs, innovation and economic growth.

Analysis

Bodinga's schools are a microcosm of a wider crisis in Africa's education. After taking some rapid strides towards universal primary education after 2000, progress has stalled. Out-of-school numbers are on the rise – and the gulf in education opportunity separating Africa from the rest of the world is widening. That gulf is not just about enrollment and years in school, it is also about learning. The ultimate aim of any education system is to equip children with the numeracy, literacy and wider skills that they need to realize their potential – and that their countries need to generate jobs, innovation and economic growth. From South Korea to Singapore and China, economic success has been built on the foundations of learning achievement. And far too many of Africa's children are not learning, even if they are in school.

The Center for Universal Education at Brookings/ This is Africa Learning Barometer survey takes a hard look at the available evidence. In what is the first region-wide assessment of the state of learning, the survey estimates that 61 million children of primary school age – one-in-every-two across the region – will reach their adolescent years unable to read, write or perform basic numeracy tasks. Perhaps the most shocking finding, however, is that over half of these children will have spent at least four years in the education system.

Africa's education crisis does not make media headlines. Children don't go hungry for want of textbooks, good teachers and a chance to learn. But this is a crisis that carries high costs. It is consigning a whole generation of children and youth to a future of poverty, insecurity and unemployment. It is starving firms of the skills that are the life-blood of enterprise and innovation. And it is undermining prospects for sustained economic growth in the world's poorest region.

Tackling the crisis in education will require national and international action on two fronts: Governments need to get children into school – and they need to ensure that children get something meaningful from their time in the classroom. Put differently, they need to close the twin deficit in access and learning.

School Enrollment – Good News and Bad News

The good news story on education in Africa is that out-of-school numbers have fallen dramatically over

the past decade.

Primary school enrollment has increased from 58 percent to 76 percent, gender gaps are narrowing, and more kids are making it through to secondary school. Ten years ago, countries such as Ethiopia, Kenya, Tanzania, Zambia, Mozambique and Senegal were treading water, or slipping backwards on enrollment. Now they are heading in the right direction. The elimination of school fees, increased investment in school infrastructure, and increased teacher recruitment have all contributed to the change.

The bad news comes in a double dose. There are still some 30 million primary school-age children out of school – one-in-every-four in the region – and progress towards universal primary education has stalled. Instead of hitting the Millennium Development Goal target of universal primary education by 2015, the out-of-school number could rise by 2 million.

Meanwhile, Africa has the world's lowest secondary school enrollment rates. Just 28 percent of youth are enrolled in secondary school, leaving over 90 million teenagers struggling for employment in low-paid, informal sector jobs. Today, a child entering the education systems of an Organization for Economic Cooperation and Development (OECD) country has an 80 percent chance of receiving some form of tertiary education. The comparable figure for sub-Saharan Africa is 6 percent.

Why has progress on enrollment ground to a halt? Partly because governments are failing to extend opportunities to the region's most marginalized children. Africa has some of the world's starkest inequalities in access to education. Children from the richest 20 percent of households in Ghana average six more years in school than those from the poorest households. Being poor, rural and female carries a triple handicap. In northern Nigeria, Hausa girls in this category average less than one year in school, while wealthy urban males get nine years.

Conflict is another barrier to progress. Many of Africa's out-of-school children are either living in conflict zones such as Somalia and eastern Democratic Republic of Congo, in camps for displaced people in their home country, or – like the tens of thousands of Somali children in Kenya – as refugees. Six years after the country's peace agreement, South

Sudan still has over 1 million children out of school.

The Learning Deficit

Just how much are Africa's children learning in school? That is a surprisingly difficult question to answer. Few countries in the region participate in international learning assessments – and most governments collect learning data in a fairly haphazard fashion.

The Learning Barometer provides a window into Africa's schools. Covering 28 countries, and 78 percent of the region's primary school-age population, the survey draws on a range of regional and national assessments to identify the minimum learning thresholds for Grades 4 and 5 of primary school. Children below these thresholds are achieving scores that are so low as to call into question the value-added of their schooling. Most will be unable to read or write with any fluency, or to successfully complete basic numeracy tasks. Of course, success in school is about more than test scores.

It is also about building foundational skills in teamwork, supporting emotional development, and stimulating problem-solving skills. But learning achievement is a critical measure of education quality – and the Learning Barometer registers dangerously low levels of achievement.

The headline numbers tell their own story. Over one-third of pupils covered in the survey – 23 million children – fall below the minimum learning threshold. Because this figure is an average, it obscures the depth of the learning deficit in many countries. More than half of students in Grades 4 and 5 in countries such as Ethiopia, Nigeria and Zambia are below the minimum learning bar. In total, there are seven countries

in which 40 percent or more of children are in this position. As a middle-income country, South Africa stands out. One-third of children fall below the learning threshold, reflecting the large number of failing schools in areas servicing predominantly low-income black and mixed race children.

Disparities in learning achievement mirror wider inequalities in education. In Mozambique and South Africa, children from the poorest households are seven times more likely than those from the richest households to rank in the lowest 10 percent of students.

Unfortunately, the bad news does not end here. Bear in mind that the Learning Barometer registers the score of children who are in school. Learning achievement levels among children who are out of school are almost certainly far lower – and an estimated 10 million children in Africa drop out each year. Consider the case of Malawi. Almost half of the children sitting in Grade 5 classrooms are unable to perform basic literacy and numeracy tasks. More alarming still is that half of the children who entered primary school have dropped out by this stage.

Adjusting the Learning Barometer to measure the learning achievement levels of children who are out of school, likely to drop out, and in school but not learning produces some distressing results. There are 127 million children of primary school age in Africa. In the absence of an urgent drive to raise standards, half of these children – 61 million in total – will reach adolescence without the basic learning skills that they, and their countries, desperately need to escape the gravitational pull of mass poverty.



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Learning Levels

Country	Literacy (%)	Numeracy (%)	Composite (% Not Meeting Basic Learning Level)
Benin	44.8	38.5	41.7
Botswana	10.6	22.4	16.5
Burkina Faso	31.4	24.9	28.2
Burundi	16.6	15.5	16.1
Cameroon	9.0	10.2	9.6
Chad	45.0	34.9	40.0
Comoros	37.5	30.8	34.2
Congo	37.9	31.9	34.9
Ethiopia	54.2	56.3	55.3
Gabon	6.2	10.9	8.6
Ghana	21.1	43.1	32.1
Ivory Coast	33.6	48.3	41.0
Kenya	8.0	11.2	9.6
Lesotho	21.2	41.8	31.5
Madagascar	23.6	6.5	15.1
Malawi	36.6	59.9	48.3
Mauritius	11.1	11.2	11.2
Mozambique	21.5	32.8	27.2
Namibia	13.6	47.7	30.7
Nigeria	65.7	51.0	58.3
Senegal	24.0	19.2	21.6
Seychelles	11.8	17.8	14.8
South Africa	27.2	40.2	33.7
Swaziland	1.4	8.6	5.0
Tanzania	3.5	13.3	8.4
Uganda	20.4	38.8	29.6
Zambia	44.1	67.3	55.7
Zimbabwe	18.5	26.6	22.6

Country coverage: (SAQMEC III) Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Uganda, Zambia, and Zimbabwe; (PASEC) Chad, Benin, Comoros, Madagascar, Gabon, Burkina Faso, Congo, Senegal, Burundi, Cote d'Ivoire, and Comoros; (National examinations) Ghana, Ethiopia and Nigeria.

What is Going Wrong?

Rising awareness of the scale of Africa's learning crisis has turned the spotlight on schools, classrooms and teachers – and for good reason. Education systems across the region urgently need reform. But the problems begin long before children enter school in a lethal interaction between poverty, inequality and education disadvantage.

The early childhood years set many of Africa's children on a course for failure in education. There is compelling international evidence that preschool malnutrition has profoundly damaging – and largely irreversible – consequences for the language, memory and motor skills that make effective learning possible and last throughout youth and adulthood. This year, 40 percent of Africa's children will reach primary school-age having had their education opportunities blighted by hunger. Some two-thirds of

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the region's preschool children suffer from anemia – another source of reduced learning achievement.

Parental illiteracy is another preschool barrier to learning. The vast majority of the 48 million children entering Africa's schools over the past decade come from illiterate home environments. Lacking the early reading, language and numeracy skills that can provide a platform for learning, they struggle to make the transition to school – and their parents struggle to provide support with homework.

Gender roles can mean that young girls are removed from school to collect water or care for their siblings. Meanwhile, countries such as Niger, Chad and Mali have some of the world's highest levels of child marriage – many girls become brides before they have finished primary school.

School systems in Africa are inevitably affected by the social and economic environments in which they operate. Household poverty forces many children out of school and into employment. Gender roles can mean that young girls are removed from school to collect water or care for their siblings. Meanwhile, countries such as Niger, Chad and Mali have some of the world's highest levels of child marriage – many girls become brides before they have finished primary school.

None of this is to discount the weaknesses of the school system. Teaching is at the heart of the learning crisis. If you want to know why so many kids learn so little, reflect for a moment on what their teachers know. Studies in countries such as Lesotho, Mozambique and Uganda have found that fewer than half of teachers could score in the top band on a test designed for 12-year-olds. Meanwhile, many countries have epidemic levels of teacher absenteeism.

It is all too easy to blame Africa's teachers for the crisis in education – but this misses the point. The region's teachers are products of the systems in which they operate. Many have not received a decent quality education. They frequently lack detailed information about what their students are expected to learn and how their pupils are performing. Trained to deliver outmoded rote learning classes, they sel-

dom receive the support and advice they need from more experienced teachers and education administrators on how to improve teaching. And they are often working for poverty-level wages in extremely harsh conditions.

Education policies compound the problem. As children from nonliterate homes enter school systems they urgently need help to master the basic literacy and numeracy skills that they will need to progress through the system. Unfortunately, classroom overcrowding is at its worst in the early grades – and the most qualified teachers are typically deployed at higher grades.

Public spending often reinforces disadvantage, with the most prosperous regions and best performing schools cornering the lion's share of the budget. In Kenya, the arid and semi-arid northern counties are home to 9 percent of the country's children but 21 percent of out-of-school children. Yet these counties receive half as much public spending on a per child basis as wealthier commercial farming counties.

Looking Ahead – Daunting Challenges, New Opportunities

The combined effects of restricted access to education and low learning achievement should be sounding alarm bells across Africa. Economic growth over the past decade has been built in large measure on a boom in exports of unprocessed commodities. Sustaining that growth will require entry into higher value-added areas of production and international trade – and quality education is the entry ticket. Stated bluntly, Africa cannot build economic success on failing education systems. And it will not generate the 45 million additional jobs needed for young people joining the labor force over the next decade if those systems are not fixed.

Daunting as the scale of the crisis in education may be, many of the solutions are within reach. Africa's governments have to take the lead. Far more has to be done to reach the region's most marginalized children. Providing parents with cash transfers and

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financial incentives to keep children – especially girls – in school can help to mitigate the effects of poverty. So can early childhood programs and targeted support to marginalized regions.

Africa also needs an education paradigm shift. Education planners have to look beyond counting the number of children sitting in classrooms and start to focus on learning. Teacher recruitment, training and support systems need to be overhauled to deliver effective classroom instruction. The allocation of financial resources and teachers to schools should be geared towards the improvement of standards and equalization of learning outcomes. And no country in Africa, however poor, can neglect the critical task of building effective national learning assessment systems.

Aid donors and the wider international community also have a role to play. Having promised much, they have for the most part delivered little – especially to countries affected by conflict. Development assistance levels for education in Africa have stagnated in recent years. The \$1.8 billion provided in 2010 was less than one-quarter of what is required to close the

region's aid financing gap.

Unlike the health sector, where vaccinations and the global funds for AIDS have mobilized finance and unleashed a wave of innovative public-private partnerships, the education sector continues to attract limited interest. This could change with a decision by the U.N. secretary-general to launch a five-year initiative, Education First, aimed at forging a broad coalition for change across donors, governments, the business community and civil society.

There is much to celebrate in Africa's social and economic progress over the past decade. But if the region is to build on the foundations that have been put in place, it has to stop the hemorrhage of skills, talent and human potential caused by the crisis in education. Africa's children have a right to an education that offers them a better future – and they have a right to expect their leaders and the international community to get behind them.



Leaving no unfinished business: What are we waiting for?

Justin W. van Fleet – Brookings Institution

In just a few short months a post-2015 Education for All agenda will be adopted in Korea at the World Education Forum, and in September the new Sustainable Development Goals will be agreed upon. Many are interested in ensuring a strong post-2015 agenda for education, but we must also ensure urgent and focused action if we are to lend a strong foundation, legitimacy, and credibility to these new and ambitious goals.

Fifteen years ago, the global community set its aspirations to reach the Education For All and Millennium Development Goals (MDGs) by 2015. Yet the new "Millennium Development Goal Two Scorecard"—the second MDG is the one focused on education—released by A World at School demonstrates that we still have some work to do, especially if we are to make it clear that the global community means business when it makes promises to children.

With less than one year remaining to achieve universal education, many countries have yet to establish strategies to achieve this goal. The MDG scorecard



Justin W. van Fleet

finds that only 13 of the 29 countries with over 500,000 out-of-school children—less than half—have a strategy to achieve the second MDG. The majority of the high-burden countries have no comprehensive action plan that includes interventions with associated costs or target dates for deliverables. This means that in the very year we are to reach our goals, not all of the sector plans financed by the international community include a vision or strategy to achieve them.

Only four of the 29 countries with more than 500,000 children out of school have achieved the recommended level of domestic education financing—20 percent of the national budget. While many countries have made pledges to increase funds, most have not been realized.

Lastly, 22 of the 29 countries in the scorecard are considered "conflict or fragile states," with 20 alone in the conflict state category. The 2014 data also shows that only 1 percent of humanitarian funding went to education. Keeping in mind that middle-income countries, such as those impacted by the Syria crisis, are not eligible for development assistance from the current global education funding models, there is a clear gap in the existing financing architecture.

Yet it is not too late. While the scorecard shows fai-



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ling marks, the commitments of donors and developing countries alike do show some success stories. We also know what works to improve the prospects of children having the basic right to go to school and learn: strong plans, donor and country coordination, trained teachers, supportive delivery systems, learning materials, and predictable, adequate financing. As we head into the Oslo Summit for Global Education in July, which aims to improve bilateral donor coordination to establish a stronger foundation for achieving results for the most marginalized, I would like to challenge the global community. Could we achieve just three basic tasks for our children this year?

1. Ensure that every off-track country has a solid strategy for universal education with timelines, targets, and realistic costing.
2. Support countries to allocate domestic financing by aligning and coordinating bilateral and multi-lateral aid to make it possible.
3. Close the financing gap for education in emergencies and fix the aid architecture so that education no longer falls through the cracks where it is needed most.

We have had 15 years since launching the MDGs. What are we waiting for?

Justin W. van Fleet

Nonresident Fellow, Global Economy and Development, Center for Universal Education

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Justin van Fleet is Chief of Staff to the UN Special Envoy for Global Education, Rt. Honourable Gordon Brown, and nonresident fellow at the Center for Universal Education. Formerly deputy chair for education at the Clinton Global Initiative, his research focuses on education in developing countries, particularly the role of private sector philanthropy in financing education systems and the dynamics influencing public-private partnerships

African Virtual University: Transforming Africa into a Global Knowledge Hub



The African Virtual University (AVU) has established the largest distance and eLearning network in over 27 countries in Sub-Saharan Africa, and produced more than 40,000 graduates. It hosts 219 open educational modules ranging from mathematics and science, teacher education, and ICT skills –available free of charge in English, French and Portuguese. The AVU's interactive portal is accessed beyond Africa in 142 countries with a majority from Brazil and the United States. AVU continues to gain international recognition by increasing access to quality education for thousands of Africans. It was awarded the top prize for Best Emerging Initiative by over 4,000 people in the first Open Courseware (OCW) People's Choice Awards. Created in 1997, to increase African

students' access to quality education through the use of ICT, AVU moved its base to Kenya and became a pan-African intergovernmental organization in 2003.

The AfDB has been an active partner in the creation of AVU and has invested US \$7.3 million in 2004. In 2011, it provided a US \$15.6 million grant through the African Development Fund to create 12 new open distance and e-learning centres and upgrade 15 e-learning centres, at the 27 AVU partner institutions. The African Development Fund (ADF-12) provided a grant of US \$15.6 million for the implementation of AVU II. The ADF 13 is expected to play a crucial role in continuing to support AVU as well as other ICT education projects.

Call for Papers

The African Virtual University

Call for Papers

2015 2nd International Conference of the African Virtual University

Theme: Linking Open Education and eLearning

Research to Practice

Dates: July 1st - 3rd, 2015

City: Nairobi, Kenya

The call for papers is now open for the 2015 International Conference of the African Virtual University (AVU). This will be the second conference of the AVU and like the first conference in 2013, this conference will bring together researchers, policymakers and practitioners seeking to make sense of the challenges and explore emerging opportunities afforded by ICTs and open, distance and e-learning (ODEL) in addressing issues of access, equity and quality of higher education and training in Africa. Submissions should especially try to address the issue of linking open education and eLearning research to both policy and practice

We invite papers from a broad range of research areas in ODeL at the macro, meso and micro levels. Papers should be submitted under one of the sixteen research areas (tracks) provided in the submissions guidelines. Like last year, mobile learning, MOOCs and OER still remain of particular interest. This year we also invite papers from IT industry professionals that focus on ICT innovations and solutions for education (including mobile technologies).

Key Dates:

- Call for submissions opens: December 11th 2014
- Deadline for submissions: March 13th 2015
- Review Timeline: February 15th – April 2nd 2015
- Notification of Acceptance: April 17th 2015

- Camera ready papers due: May 8th 2015

- Conference Early Registration: May 4th – June 5th 2015

- Conference Dates:

- o Preconference workshops July 1st 2015

- o Main Conference July 2nd – 3rd 2015

Papers Categories

Papers can be submitted in any of the following categories to submissions@avu.org:

- Full Papers:

Full papers provide an opportunity to share quality and original research. These may feature research studies, evaluations, significant reviews, developments or projects. Full papers are expected to present quality research and require that the paper be original and have the potential to produce results that are sufficiently general for theoretical and/or practical knowledge to be recognizably increased. Full paper proposals should be between 3500 and 6000 words including references

- Concise (Short Papers)

Concise papers are around work-in-progress for pilot studies, small scale exploratory projects, reports on highly specialized topics or conceptual papers on recent developments. Concise papers also encom-

Call for Papers

pass reviews of key new directions for developing research-based best practices and for conducting research into practices in open education, distance and eLearning.

Concise paper proposals are between 2500-3000 words, including references.

- **Poster/Digital Poster:**

The poster session provides an opportunity to display information about research in progress and innovative projects or activities in an informal, interactive environment. Poster proposals are a maximum of a two page description, including references.

- **Symposium**

A symposium submission will describe an area of current interest and will provide a summary of ideas to be explored (with reference to relevant theoretical frameworks, research, studies and references), including panel members and intended audience. An important component of the symposium submission is a description of the format, addressing the strategies that will be used to engage the audience.

Symposium proposals are a maximum of 2 pages, including references.

- **Workshops**

Workshops contribute towards professional development in open, distance and eLearning and related topics. In many cases the workshops are derived from professional development activities conducted previously at the presenters' own institutions. Workshops enable participants to engage with colleagues and experts in specific fields, to acquire knowledge, enhance skills and develop broader perspectives. Submissions for workshop proposal should include the following information:

1. On not more than 2 pages, describe the objectives of the workshop, the target audience, instructional goals, and activities planned for the workshop.
2. Provide a list of the names and institutional affiliations of workshop presenters.
3. Provide a list of equipment or room set up requirements.

Submission Guidelines

- All papers should be submitted via email to submissions@avu.org

- Abstracts alone will not be considered and must be accompanied by the paper. The abstract should be between 250-300 words.

- The paper needs to address and provide reviewers with an understanding of the results and findings to date. To be considered for review, all six elements described below must be addressed in the paper even if the results, conclusions, or findings are not complete or final at the time of the submission. The paper should deal explicitly with the following elements, preferably in this order:

1. Objectives or purposes of the paper.
2. Perspective or theoretical/conceptual framework
3. Methods, modes of inquiry including sources of data and evidence.
4. Results and/or substantiated conclusions or warrants for arguments/point of view
5. Scientific or scholarly significance of the study or work
6. Relevance of the study to the theme: «Linking Open Education, Distance and eLearning Research to Practice.»

- All papers will be peer reviewed by at least two experienced scholars. To help us ensure a blind review, we request that you do not include any identifying information on the actual body of the paper; this should be limited to the cover page. On the cover page, include:

- o The author(s) and presenter(s) name, institutional affiliation and email address.

- o Provide five keyword descriptors (to help in programming).

- In your submission, indicate which of the sixteen research areas shown in the table below is most suited to your paper. Further examples of issues that fall under each research area is provided below.

Click here to review the entire research framework before selecting the appropriate research area/track.

Macro-level: ODeL Systems & Theories

1. Access, equity, and ethics

- The democratization of access to education through open, distance and eLearning as afforded by new media and technologies

Call for Papers

- Finding ways to deliver high quality education to those who have limited resources and poor infrastructure.

- The (sustainable) provision of education using ODeL in developing nations. For example, what is the impact of distance education (e.g., via mobile learning) on narrowing (or broadening) the digital divide?

- What is the role of ICT (information and communication technologies) and/or OER (open educational resources) or MOOCs (Massive Open Online Courses) in terms of access to education?

- Should distance education have an inherent and explicit goal to reduce inequality and promote both high quality and affordable educational opportunity?

2. Globalization of education and cross-cultural aspects

- aspects that refer to the global external environment and drivers;

- the development of the global distance education market;

- teaching and learning in mediated and multicultural environments; and the implications for professional development and curriculum development.

- Policy implications for various aspects of cross border education such as accreditation, internalization

- Implications for access and opportunity such as presented by MOOCs and OERS?

3. Open, distance and eLearning systems and institutions

- ODeL delivery systems, the role of institutional partnerships in developing transnational programs and the impact of ICT on the convergence of conventional education and distance education institutions (hybrid or mixed-mode).

4. Theories and models

- Theoretical frameworks for and foundations of ODeL e.g., the theoretical basis of instructional models, knowledge construction, interaction between learners, and

- the impact of social constructivism, connectivism, and new learning theories on current practice.

5. Research methods in ODeL and knowledge transfer

- Methodological considerations,

- the impact of ODeL research and publication on practice, and

- the role of professional associations and higher education institutions in improving practice.

- Literature reviews and works on the history of distance education as well as new and emerging models and concepts are also subsumed within this area.

Meso-level: Management, Organization & Technology

6. Management and organization

- strategies, administration, and organizational infrastructures and frameworks for the development, implementation, and sustainable delivery of ODeL programs.

- What is required for successful leadership in ODeL?

- Policies relating to continuing education, lifelong learning, and the impact of ODeL on institutional policies, as well as legal issues (copyright and intellectual property).

7. Costs and benefits

- to financial management, costing, pricing, and business models in ODeL

- Efficiency: What is the return on investment or impact of ODeL programs?

- What is the impact of ICT on the costing models and the scalability of ODeL delivery?

- How can cost-effective but meaningful learner support be provided?

8. Infrastructure

- physical infrastructure and access points to ODeL programs (e.g. learning centers, ODeL design & development centers)

- power availability (electricity, solar)

- technical infrastructure, and equipment for ODeL learning environments including computers, mobile devices, virtual labs)

- ICT capacity and internet infrastructure

9. Educational technology

Call for Papers

- new trends in educational technology for ODeL (e.g., social media or mobile learning) and their affordances for teaching and learning.
- the benefits and challenges of using OERs, media selection (e.g., synchronous versus asynchronous media),
- skills and competencies to use and support technology integration

10. Innovation and change

- issues that refer to educational innovation with new media and measures to support and facilitate change in institutions (e.g., incentive systems for faculty, aspects referring to staff workloads, promotion and tenure).
- emerging innovations and their implications for ODeL e.g. learning management systems, OERs, MOOCs, online data analytics, online examination systems, certification and tags
- Keeping abreast with research and innovation with implications for ODeL
- Issues that refer to educational innovation with new media (e.g. mobile learning)
- measures to support and facilitate change and innovation in institutions (e.g., research, incentive systems for faculty, aspects referring to staff workloads, promotion, and tenure).

11. Professional development and faculty support

- Professional development and faculty support services as a prerequisite for innovation and change.
- What are the competencies for teaching online and in various ODeL contexts (blended, hybrid),
- What are the competencies needed for counselors and support service staff, and how can they be developed?

12. Learner support services

- the infrastructure for and organization of learner support systems (from information and counseling for prospective students to library services and technical support, to career services and alumni networks).

13. Quality assurance

- accreditation and quality standards in ODeL
- the implications of quality assurance and high quality learner support on enrolments and drop-out/retention
- the reputation and acceptance of ODeL as a valid form of educational provision.

Micro-level: Teaching and Learning

14. Instructional or learning design

- issues that refer to the stages of the instructional design process for curriculum and course development.
- pedagogical approaches for tutoring online (scaffolding), the design of (culturally appropriate) study material, opportunities provided by new developments in ICTs for teaching and learning (e.g., social media applications and mobile devices),
- assessment opportunities and practices in ODeL.

15. Interaction and communication in learning communities

- closely related to instructional design considerations is course design that fosters (online) articulation, interaction, reflection, and collaboration throughout the learning and teaching process.
- Special areas include the development of online communities, gender differences, and cross-cultural aspects in online communication.

16. Learner characteristics

- the aims and goals of adult and younger students studying in ODeL
- the socio-economic background of ODeL learners, their different approaches to learning, critical thinking dispositions, media literacies, and special needs.
- How do learners learn online (behaviour patterns, learning styles) and what competencies are needed for learning (e.g., digital literacy)?
- Gender differences?

Call for Applications



Pan African University

Call for Applications

For the 2015/2016 Academic Year

The Pan African University is an initiative of the Heads of State and Government of the African Union. It is a Premier continental university network whose mission is to provide wholesome postgraduate education geared towards the achievement of a prosperous, integrated and peaceful Africa.

Young, qualified, talented and enterprising applicants from African countries and the Diaspora are invited to apply to join Masters or PhD degree programmes in ANY of the following four PAU institutes listed below.

Candidates with potential, motivation and desire to play transformative leadership roles as academics, professionals, industrialists, innovators and entrepreneurs are particularly encouraged to apply.



Call for Applications

1. Pan African

University Institute for Basic Sciences, Technology and Innovation (PAUSTI), at Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya.

Masters (MSc)

- Molecular Biology & Biotechnology
 - Mathematics (Financial option)
 - Mathematics (Computational option)
 - Mathematics (Statistics option)
 - Civil Engineering (Structural option)
 - Civil Engineering (Arid and Semi-Arid Land option)
 - Electrical Engineering (Telecommunications option)
 - Electrical Engineering (Power Systems option)
- PhD
- Molecular Biology & Biotechnology
 - Mathematics (Financial option)
 - Mathematics (Computational option)
 - Mathematics (Statistics option)
 - Civil Engineering (Structural option)
 - Civil Engineering (Arid and Semi-Arid Land option)
 - Electrical Engineering (Telecommunications option)
 - Electrical Engineering (Power Systems option)
- Masters (MSc)

2. Pan African

University Institute for Life and Earth Sciences - including Health and Agriculture (PAULESI), at the University of Ibadan (UI), Nigeria.

Masters (MSc)

- Geosciences (Mineral Exploration option)
 - Geosciences (Petroleum Geosciences option)
 - Health Sciences (Reproductive Health option)
 - Health Sciences (Reproductive Biology option)
 - Plant Breeding
 - Environmental Management
- PhD
- Geosciences (Mineral Exploration option)
 - Geosciences (Petroleum Geosciences option)
 - Health Sciences (Reproductive Health option)
 - Health Sciences (Reproductive Biology option)
 - Plant Breeding
 - Environmental Management

3. Pan African

University Institute for Governance, Humanities and Social Sciences (PAUGHSS), at the University of Yaounde II, and the University of Buea, Cameroon.

Masters (MA)

- Governance and Regional Integration
- Trans Border languages (Kiswahili option)
- Conference Interpreting
- Translation

4. Pan African

University Institute for Water and Energy Sciences - including climate change (PAUWES), at the University of Tlemcen, Algeria.

Masters (MSc)

- Water (Engineering option)
- Water (Policy option)
- Energy (Engineering option)
- Energy (Policy option)

Call for Applications

Admission Requirements for Masters Programmes

Candidates must satisfy the following conditions:

- Undergraduate degree from a recognized university, with at least a second class upper division or its equivalent, in a relevant field.

- Certified copies of relevant certificates, transcripts, national I.D. card and passport personal details page.

- Clear colored passport size photograph (2cmx2cm)

- Not older than 30 years for male and 35 years for female applicants.

*Candidates may be required to undergo a written/oral examination after preselection.

*Candidates for the Masters in Conference Interpreting and Translation program are

required to have excellent knowledge of at least two of the African Union's official

languages (Arabic, English, French and Portuguese)

Admission Requirements for Doctorate Programmes

Candidates must satisfy the following conditions:

- A Masters degree in a relevant field from PAU or any internationally

recognized university

- Certified copies of relevant certificates, transcripts, national I.D. card and

passport personal details page

- Clear coloured passport size photograph (2cmx2cm).

- Not older than 35 years for male and 40 years for female applicants.

The African Union Commission will offer full scholarships to the successful African candidates.

Scholarship awardees should be committed to working in Africa after graduation.

Reasons to join PAU

- Excellent programmes taught by world class international faculty.

- A vast cooperation network of academic and professional partners on the continent

and beyond

- Attractive scholarship scheme

- Joint degree awards from the Pan African University and the Host Universities

- Excellent career prospects in some of the fastest

growing fields, with relevant career guidance

- Vibrant, multi-cultural and Pan African learning and research environment

Application Procedure

Applications should be completed online at www.pau-au.org/apply

Application forms can be downloaded at the following address : www.pau-au.org/call

Closing date for receipt of applications with all supporting documents is 28h February 2015

Applications received after this deadline will NOT be considered.

Hard copies of filled application forms should be sent by courier to the concerned institute addresses below:

PAUSTI

The Director, PAU Institute for Basic Sciences, Technology and Innovation

Jomo Kenyatta University of Agriculture and Technology

P.O. Box 62000 00200

Nairobi, Kenya.

PAULESI

The Director, PAU Institute for Life and Earth Sciences (including Health and Agriculture)

University of Ibadan

Nigeria

PAUGHSS

The Director, PAU Institute for Governance, Humanities and Social Sciences

University of Yaounde II, Soa

P.O.Box18, Soa

Cameroon

PAUWES

The Director, PAU Institute for Water and Energy Sciences (including climate change)

University of Tlemcen

B.P. 119, 13000

Tlemcen, Algeria

Further enquiries can be made through:

Curbing the brain drain from Africa and Asia

Munyaradzi Makoni

Various studies have found that well-educated people from developing countries are likely to emigrate, hurting their economies and depriving their countries of much-needed expertise in universities.

Now Norwegian researchers may have found a solution to the developing world's brain-drain conundrum: more than 90% of postgraduate students involved in two Norway-funded programmes for the developing world remained in their country or region of origin after graduating.

How was this possible?

Early last year the Norwegian Centre for International Cooperation in Education, or SIU, sought to find out what had happened to masters graduates from two grant programmes funded by the Norwegian Agency for Development Cooperation, Norad.

The main focus was Norad's Programme for Master Studies, or NOMA. Students supported by the Norwegian Programme for Development, Research and Education, or NUFU, were also interviewed.

Nearly 2,000 students in 36 countries were approached and, says SIU, "the response rate of just above 40% was higher than expected". Qualitative interviews were also conducted with scholarship recipients in three countries: Tanzania, Uganda and Nepal.

The study

The aim of the Graduate Tracer Study was to determine the extent to which NOMA and NUFU had succeeded in building capacity in students' home



countries, and whether the graduates had been able to apply acquired skills in the national or regional workforce.

But it also emerged that the two programmes managed to retain the graduates – even though they could have left their countries to search for opportunities abroad that are rarely found back home in developing economies. The study found that more than 90% of the postgraduates remained in their country or region of origin.

"This is a very important and positive result of the two programmes," Torill Iversen Wanvik, a senior advisor at SIU, told University World News.

Wanvik said one of the successful aspects of the design of the NOMA programme was probably its concentration on activities in the South. When established in 2006, the NOMA design represented a radical shift with the past in locating its activities in established masters programmes, coupled with scholarship support.

"The inclusion of multilateral programmes and coo-

peration between universities within the region also opened up opportunities in the regional labour market," Wanvik said

Graduates remained in Africa, Asia and Latin America as a result of scholarships which were earmarked for newly established masters programmes. The study showed that many of the graduates were recruited by the same institutions that ran the masters programmes or by other higher education institutions in the country or region.

Wanvik noted that although the main focus of the study was on masters graduates, the universities involved were conscious of the need to recruit PhD candidates to enable sustainability of the masters programmes.

Students recruited under the NUFU scheme for PhD studies had to be members of staff, or prospective staff members of the home institution. Scholarships were available to students who had the potential to continue into PhD education and contribute to the strengthening of the institution's capacity and competence for research and research-based education.

The brain drain problem

"Brain drain is a problem in Africa – people go for greener pastures," said Dr Wilson Charles Mahera, a mathematician at the University of Dar es Salaam and a NOMA coordinator in Tanzania. The NOMA courses were very relevant to Africa, where capacity building in universities was still sorely needed.

"NOMA programmes came at a time when many new universities were being established in most African countries. That is why most of the NOMA graduates, for example in Tanzania, are currently working in higher learning institutions," said Mahera.

Also, because of the nature of courses in many NOMA programmes, graduates were able to get jobs in sectors such as health, finance and petroleum development.

Running NOMA in Africa had also enabled students not funded by the programme to benefit. Up to December 2013, there were 120 postgraduates in the

University of Dar es Salaam's maths department and fewer than 42 were NOMA-sponsored. But they had attended the same lectures and used the same computer libraries and so all benefited from the scheme.

Dr Sebalda Leshabari, dean of the school of nursing and NOMA project coordinator at Muhimbili University of Health and Allied Sciences in Tanzania, agreed that the principle of training people in their own countries, or within regional collaborative institutions that had similar socio-economic status, contributed to stalling the brain drain.

She said most students were recruited from the institution where they now had positions as junior employees. They had signed a contract to return and teach or start the same programme they had undertaken in their institutions. In all stages of study, students were reminded that they needed to give back what they were getting from the course.

"We need to continue with all these strategies and have a contract so that when students do anything contrary, they then have to pay back heavily. We need to continue recruiting people with commitment to come back and teach others – those who have an interest in teaching."

Shying away from endorsing the programme as a model for other countries, Wanvik said experience obtained from NOMA and NUFU, and the study findings, would be used to improve ongoing – and hopefully new – initiatives financed by Norway's government.

The programmes

NOMA was run in Bangladesh, Bolivia, Malawi, Mozambique, Nepal, Nicaragua, Tanzania, Uganda and Zambia – Norway's main partner countries. Other countries that could advance the Norwegian contribution to peace and conflict resolution were also included: Angola, Ethiopia, Palestine, Sri Lanka and Sudan.

The programme ended in December last year. It had been targeted at institutional capacity building in developing countries through cooperation between universities and research institutions in Norway and corresponding institutions in developing countries.

The collaboration was primarily in the form of research and training of PhD candidates and a limited number of masters students. In addition to the countries that participated in NOMA, the following countries took part in NUFU: Afghanistan, China, East Timor, Eritrea, Indonesia, Kenya, Madagascar, Mali, Nigeria, Pakistan, South Africa and Vietnam.

That scheme focused on joint research projects in the education of masters and PhD candidates and the development of masters and PhD programmes in the South. Both NOMA and NUFU scored successes on many fronts:

- 91% of the NOMA masters graduates became employed within 12 months of graduation.
- 92% of the NOMA masters graduates and 96% of the NUFU masters graduates are now gainfully employed.
- Close to 70% of the NOMA graduates and around 90% of the NUFU graduates have obtained employment relevant to their masters.

Wanvik said the success of the NOMA and NUFU graduates was related to the relevance of the established masters programmes and needs in the national and regional labour markets. In addition, the graduates were highly qualified individuals, many of whom had prior working experience before enrolling in the programmes.

"The retention rate also indicates good correspondence between the relevance of the expertise made available and needs in the labour markets," she concluded.

Interviews conducted with scholarship recipients from Tanzania, Uganda and Nepal revealed that students from the two African countries had obtained higher salaries and higher ranking positions after obtaining masters degrees. Nepal was different: unemployment was generally higher, and more people were employed by voluntary organisations than by the public sector.

Courtesy : World University News : These articles are drawn from local media. University World News cannot vouch for the accuracy of the original reports.

NIGERIA

Plummeting oil price, terror to hit university budgets

Tunde Fatunde

The plummeting price of crude oil on the international market is already affecting the operations of Nigerian universities. In addition, the fight against the Islamic sect Boko Haram and sudden postponement of general elections, with anticipated financial implications, have raised fears of severe cuts to higher education funding.

This is turning out to be a year of great uncertainty for the higher education sector.

Recently, the Committee of Vice-chancellors of Nigerian Universities met with officials of the National Universities Commission, or NUC, in Nigeria's federal capital Abuja, mainly to discuss this year's subvention to universities. At the meeting NUC officials informed vice-chancellors that there may be drastic funding cuts.

About 85% of the money that enters the coffers of the Nigerian federation comes from the sale of crude oil on the international market.

A high-ranking official of the NUC affirmed that since last November the value of the country's crude oil on the international market had suffered two major setbacks that had serious implications for university financing.

First, the price of the crude oil had fallen by as much as 50%, meaning much less revenue for the government. Second, the government is shopping around for new buyers abroad because the United States – which has been a ma-



major purchaser of Nigerian oil – has stopped buying since commencing production of its own crude oil from schist.

Vice-chancellors were advised to manage the meagre subvention at their disposal. Already, the spectre of non-payment of salaries in the coming months is staring down at university administrations.

Islamist terror, upcoming elections

Two other factors may impact negatively on the subvention to universities.

First, Nigeria is at war. "The fight against Boko Haram insurgents is draining the resources of the federal government. This is no longer news. The only news on this matter is that when a country is at war, subventions to univer-

sities are not accorded major priority," said Taiwo Akin, a higher education consultant in Lagos.

"This may be the case very soon. We may not be surprised if the Nigerian state and its regional components cannot pay the salaries of university staff. Non-payment of salaries in primary and secondary schools is becoming a reality in some states."

The forthcoming elections are the major concern of the country's political elite. One of the consequences of the elections is that the politicians devote more time to electioneering.

According to Dr Wale Suenu, secretary of the Academic Staff Union of Universities – ASUU – at Lagos State University: "Unfortunately our political class is less concerned with the subvention meant for universities.

"In their manifestos, there is no detailed and robust discussion with regard to how to increase funding in the face of the dwindling financial allocation to the universities. Thus we may witness drastic cuts in government subventions."

Fears over special projects funding

There are fears in academic circles that approved funding of special projects aimed at retooling universities may not be realised in the midst of the financial crisis confronting

the state.

In the early part of 2013, universities were shut for about six months. The ASUU called out members on an indefinite strike to press home the dire need for funding special projects in all universities.

The aim of the special projects, which were approved by the government, is to ensure that university infrastructure keeps up with the scientific and technological demands of the 21st century.

At the end of the industrial action, government agreed to make available specific intervention funds on a quarterly basis. According to a memorandum of understanding between the ASUU and the government, the Central Bank of Nigeria will disperse the money.

"With the current financial and security challenges confronting the central government, there are growing fears that these intervention funds running into millions of dollars could be legitimately diverted by the federal government to solve some of these problems," warned a former vice-chancellor who did not want to be named.

AFRICA

HE Summit to call for more graduates, PhDs and research

Wachira Kigotho

Expanding tertiary education enrolment and postgraduate training, and improving low graduation rates and conditions of service for academics, are among the priority issues to be debated at the major African Higher Education Summit being held in Senegal next month, says Dr Beatrice Njenga, head of education at the African Union Commission.

More than 500 delegates including African presidents and ministers of education, senior government officials, vice-chancellors, private sector leaders, international partners, higher education scholars, and union and student representatives are due to attend the three-day continental gathering from 10-12 March in the Senegalese capital Dakar.

The summit, whose theme is "Revitalising Higher Education for Africa's Future", is expected to draw up a charter to drive the development of higher education in the coming decade and beyond.

Njenga told University World News that while Africa had witnessed tremendous growth in higher education, the continental gross rate of tertiary education enrolment still stood at only 10% against a world average of 27%.

"Our objective of creating robust higher education is embedded within the African Union's development agenda of the 'Africa We Want in 2063'," said Njenga. The summit would focus sharply on challenges facing the sector across the continent.

Concept paper

According to the summit concept paper, while tertiary education expansion in Africa has led to greater access, in most cases quality has been comprised.



In the last three decades, enrolment in African universities had been increasing rapidly in order to absorb rising demand for higher education fuelled by the massification of primary and secondary education.

Amid efforts to meet burgeoning demand, governments have deregulated higher education and encouraged the establishment of private universities and privately-sponsored students in public universities – so-called 'parallel' students.

"But deregulation of the higher education sector has resulted in contradictory outcomes, as higher enrolment rates under conditions of limited resources have contributed to lower quality," the concept paper points out.

Most universities have been unable to recruit additional academic staff to cope with increased enrolment, either because of a shortage of funds or the unavailability of qualified candidates. In addition, the African professoriate is aging rapidly.

Inside Africa

Njenga noted that staff shortages in African universities have been exacerbated by the brain drain. "Besides general staff shortages, most African universities are faced with challenges of retaining lecturers with higher academic qualifications," she said.

Ways forward

The Dakar summit is expected to pave the way forward on how to overcome limited postgraduate opportunities in African universities, low graduation rates and discouraging conditions of service for lecturers and professors.

According to the concept paper, delegates are aware that many universities across the continent do not yet have adequate research capabilities and many of their contributions have been found not to be relevant to development needs.

"The slow expansion of postgraduate education has constrained innovation, as most research skills are commonly acquired during masters and doctoral study," says the concept paper.

The crux of the matter is that the lack of academics with PhDs has adversely affected the quality and depth of instruction provided to undergraduate students and the ability to provide postgraduate students with adequate supervision.

Njenga said the African Union Commission delegation at the summit would encourage African governments to start spending more than 1% of gross domestic product on research.

According to UNESCO, as a whole Africa spends less than 0.5% of GDP on research – a low level of funding that poses a major challenge to the continent's

development agenda.

The conference aims to chart the way forward on how the continent could avoid further marginalisation for lack of knowledge creation through research and innovation. Currently Africa has only 35 scientists and engineers per one million inhabitants and its annual share of global research publication is less than 1.5%.

Although several centres of research excellence have been opened across Africa through the African Union Commission and the World Bank, the desire to improve universities is likely to result in a call for the creation of more competitive regional centres to enhance quality, research and postgraduate education.

The most worrying issue of all is that in most African countries, the rise in tertiary enrolment has not translated into a comparable improvement in employment opportunities and most students and parents have started doubting the value of higher education.

The summit will discuss the mismatch between the number and type of graduates and the needs of the labour market. Labour experts are expected to raise issues regarding the emerging 'triple crisis' of graduate unemployment, underemployment and unemployability.

According to Njenga, the summit will highlight challenges besetting the African higher education sector and in essence create a shared vision for the future. Its agenda is to harness fragmented interventions in order to spur progress in African higher education – but only time will tell whether this goal will be achieved.

AFRICA

Universities urged to adapt to international demands



Universities in the Maghreb need to adapt to changing international demands, representatives of francophone higher education institutions from Morocco, Algeria and Tunisia were told when they met to discuss common problems and projects at the second general assembly of the Conférence Maghrébine des Responsables des Établissements d'Enseignement Supérieur, or COMARES.

COMARES was established in February 2014 in Tunis by the Agence Universitaire de la Francophonie, or AUF, as a platform for consultation and cooperation for its member institutions in the region.

About 40 presidents, rectors and directors of COMARES member universities and grandes écoles from Morocco, Algeria and Tunisia recently gathered in Marrakech, Morocco.

There Abdellatif Miraoui, president of the city's University Cadi Ayyad, said the region's universities –

which shared the same situation and suffered the same problems – were about to encounter an “educational rupture”, reported Libération of Casablanca.

He said universities needed to follow and adapt to major international changes, through continuing educational innovation and promotion of scientific research.

Among initiatives examined at the conference were student mobility, a COMARES prize for the best scientific article, the 'Maghreb masters' project and MOOCs – massive open online courses – reported Libération.

Cristina Robalo-Cordeiro, director of the Maghreb bureau of the AUF, expressed the hope that COMARES members would put together an action plan for a unified Maghrebian university area.

CONGO

New science, technology strategy with UNESCO support

Bruno Jean Richard Itoua, minister of scientific research and technological innovation in the Republic of Congo, has set out key areas to promote scientific research in a strategy based on a partnership agreement with UNESCO.

They concern policies for science, technology and innovation, as well as completing the organisation of associations for innovators, designers, inventors and traditional healers; and development of laws and regulations concerning the legislative framework, regulation and establishment of a funding strategy for innovation, reported Agence d'Information d'Afrique Centrale, or ADIAC.

Itoua said that research must serve the country's development and the needs of the people, and that 2015 would be marked by an inter-ministerial council focused on research and innovation, reported ADIAC.

The strategy for Congo's science, technology and innovation policy will be based on the partnership agreement signed on 17 December 2014 by Itoua and Irina Bokova, director-general of UNESCO, the United Nations Educational, Scientific and Cultural Organisation.

Under the three-year agreement Congo will provide UNESCO with US\$400,000 for it to help strengthen the country's capacities in scientific and technological innovation as a key to its economic, social, human and cultural development.

This will entail updating information on research and innovation, developing appropriate policy ins-



truments and enhancing the standing of the sector, according to UNESCO.

Cooperation in the sciences between the Republic of Congo and UNESCO began in 2004 when Congo asked for the organisation's support to develop a national science and technology policy, leading to adoption of an action plan for 2010-16.

The new agreement reinforces existing programmes by focusing on modernisation and industrialisation, according to UNESCO.

TUNISIA

Engineering students strike in spite of negotiations



Unions representing students at public engineering institutions in Tunisia called an unlimited strike against "unjust, draconian selection processes" which they claimed discriminated against them, compared with students at private schools.

The students continued protest action this month in spite of negotiations with the ministry of higher education and research, which also involved teachers, professional engineering organisations and heads of the engineering schools and institutes, reported La Presse of Tunis.

During talks in January the students laid out grievances concerning the 'injustice' they experienced compared with peers in private higher education institutions, who were not subjected to the same 'draconian' selection as themselves during studies; and their claim that the technical specifications applied to private schools were lax and not rigorously respected.

The negotiations led to important decisions and a schedule for their implementation, which were included in an official report signed on 28 January by representatives of students and by the former higher education minister in the presence of the new Minister, Chiheb Bouden, reported La Presse.

But unfortunately the students continued their action, demanding guarantees concerning the commitments undertaken by the ministry. Bouden therefore published an explanatory note containing details of the agreement with the students, said La Presse. These included:

- The same criteria for admission to engineering studies to be applied to both public and private institutions.
- Introduction of a regressive quota of Tunisian engineering students in private schools compared with the total number of Tunisian engineering students – 30% next year; 25% the following year and 15% thereafter.
- More rigorous control over private engineering institutions regarding adherence to technical specifications.
- Revision of these specifications in accordance with international requirements.
- Suspension of licences for new engineering schools until revision of the technical specifications was finalised.

La Presse noted that the different parties concerned, including students, would be represented on a national commission to revise and guarantee the quality and standards of Tunisia's engineering studies.

SENEGAL

Union continues protests against university reforms

Jane Marshall

Higher education in Senegal continues to face disruption, with union opposition to government reforms last week including a strike that threatened the already late start of the 2014-15 academic year at Université Cheikh Anta Diop de Dakar, or UCAD, the country's leading university.

Higher Education Minister Mary Teuw Niane has expressed willingness to discuss and provide maximum information about the proposed new law, and on a more positive note has announced funding for research into projects linked to national development priorities.

The higher education union Syndicat Autonome de l'Enseignement Supérieur, or SAES, last week called for demonstrations and a three-day strike in the country's five public universities against the government's reforms for university governance, reported Sud Quotidien of Dakar.

Union demands

The strike notice specified two demands, reported Agence de Presse Sénégalaise, or APS.

First, as SAES representative David Célestin Faye explained: "Restoration of autonomy for universities by the non-promulgation and the withdrawal of the framework law... as long as it has not been examined by university assemblies as laid down in the 94-79 law on university franchises and freedoms".

The second demand was for the "immediate introduction of the agreement signed between SAES and the government on 23 March 2011".



Faye recalled that SAES had carried out a long strike in 2012, and the union had continued to denounce the reform, which had been drawn up without agreement or negotiation. He added that SAES was "not against the reforms, but they must be based on consensus and respect the autonomy of Senegalese universities", reported APS.

The agency reported that SAES contested in particular a provision concerning the creation of administrative boards within public universities, which would include 10 out of 30 members, including the president and vice-president, who would be non-academics from outside the institutions.

At a conference in Fatick in the west of the country, Niane said that the framework law was "very positive" and should give Senegal and its institutions "organs of governance of a similar standard as the great universities of the world", reported APS.

He reiterated that the government was willing to discuss the reform with interested parties, including the unions, to give them the "maximum information possible" and to clear possible "ambiguities".

"Often, lack of discussion creates ambiguities, and the important thing is to mobilise everyone – teachers-researchers, technical and service staff, students and all society around our universities – to move towards economic emergence," APS reported him as saying.

Delay to academic year expected

The strike was expected to hit the already delayed start of the 2014-15 academic year at UCAD, which has been troubled by unrest and strikes by students and staff, including over the proposed reform.

Rector Professor Ibrahima Thioub had announced that the university calendar would start last week in some faculties, but SAES had warned that this would coincide with its strike, reported Sud Quotidien.

Yankhoba Seydi, SAES coordinator in Dakar, said Thioub had previously announced that courses would begin in January. "We are now in the month of February, the calendar he fixed was not realistic," Sud Quotidien quoted him as saying.

Worse, "most students have not yet started their courses. The results of some faculties have not yet come out. It is not for UCAD's teachers to make efforts. They work 13 months out of 12 because of the numbers of students. It's for the authorities to make efforts," said Seydi.

Hopes for new university

During his visit to Fatick, Niane said the new Uni-

versity of Sine-Saloum de Kaolack being built there should contribute to the fight against poverty in the region, reported APS.

"We must create employment, produce wealth, provide answers to questions about food security. The university is there for that. It's agriculture in the widest sense," said Niane.

Sine-Saloum would "educate young people who are capable of producing and creating businesses which will have the technical skills to be employed in the fields", farms, food-processing industries and "in all sectors linked to natural products", APS quoted him as saying.

The university's research and innovation would enable Senegal to respond to needs "and help not only to overcome poverty but go towards economic emergence", said Niane.

Research boost

Meanwhile, Niane has also signed contracts between the ministry and 13 researchers who have been awarded grants under the government's FIRST – Fonds d'Impulsion de la Recherche Scientifique et Technique – initiative.

For 2014 these total FCFA209.9 million (US\$364,000) for projects linked to national development priorities, reported Sud Quotidien of Dakar.

The grants have been made to researchers from UCAD, the University Gaston Berger University of Saint-Louis and the Institut Sénégalais de Recherches Agricoles, reported Le Soleil of Dakar

The aim of FIRST is to coordinate research on a national scale to avoid wasting scarce research resources

Zimbabwe

Public university academics strike over pay

Kudzai Mashininga

Lecturers and non-teaching staff at public universities in Zimbabwe have gone on strike. The academics are protesting against poor working conditions, late salary payments and the government's failure to pay them 2014 bonuses.

The strike, which began earlier this month, has put pressure on a government battling with a rising wage bill amid limited resources. The state has also failed to provide grants to students over the years.

Since lecturers went on strike, the government has managed to pay outstanding salaries. But academics say that it is not enough to get them back to work.

The dons have been angered by the fact that the government paid soldiers and the police bonuses late last year, and teachers, nurses and doctors received 13th cheques in January. But there has been no firm commitment to pay academics bonuses.

Letter to minister

In a letter to the new Minister of Higher and Tertiary Education, Science and Technology Development, Oppah Muchinguri, and state university council chairs, lecturers said they would continue the strike action until their grievances were addressed.

"Zimbabwe state university workers are incapacitated to report for their normal duties with immediate effect. In future, the workers will not report for duty if their salaries are not paid by the end of each and every month," read the letter.



"The government or employer must pay our 2014 bonuses forthwith. As state universities we demand a fixed pay date, as it is the case with all the other government-funded institutions, and to seek an audience with the chancellor, His Excellency Comrade RG Mugabe."

President Robert Mugabe, in power since the country's independence from Britain in 1980, is chancellor of Zimbabwe's 10 state universities.

Cash crunch

The lecturers said they had held a meeting and noted that the government was deliberately neglecting its duty to pay their salaries on agreed dates.

Facing a cash crunch, the government has since told

employees that there will not be a salary hike this year – inviting opposition from unions and risking a spate of strikes in the coming months by disgruntled employees.

Muchinguri, the higher education minister, was not available for comment and has not made a public statement during the strike.

The new minister helped to plot the entrance into politics in July last year of Robert Mugabe's wife, Grace Mugabe. Muchinguri was chair of the ruling ZANU PF party's powerful Women's League, but stepped down and offered the seat to the First Lady.

* Meanwhile, Zimbabwe's National Aids Council said last week it had introduced HIV training for focal people at all tertiary institutions, to provide technical guidance to and raise awareness among students about HIV-Aids – particularly those in first year. Universities are recording the highest numbers of new HIV infections in the country. This has been blamed on prostitution, following the state's failure to provide financial support to students.

Enrolment numbers grow, along with science students

Studies into Ghana's tertiary education sector show that student numbers have been rising steadily. Also, two in five students in both universities and polytechnics are now enrolled in science and technical courses, and distance education numbers have grown by nearly 20%.

This is in line with the government's Education Strategic Plan covering 2010-20, which expressed the desire to "increase equitable access to high quality tertiary education that provides relevant courses to young adults" and for more "research and intellectual stimulus".

A recently released Education Sector Performance Report said that the proportion of students enrolled in science and technical programmes had increased in both public universities and polytechnics, and now stood at 39.1% in these institutions combined.

And in accordance with the government's commitment to open and distance education, in 2011-12 enrolment in distance education courses had risen by 19.5% over the previous year.

The report said enrolment in Ghana's eight public universities had decreased from 115,452 in 2010-11 to 109,278 in 2011-12 – but over the past two years student numbers in public universities had risen to 127,918 in 2013-14.

Kwame Nkrumah University of Science and Technology topped the numbers over the two years, rising from 31,401 in 2012-13 to 34,934 in 2013-14.

Enrolment at the University of Ghana in 2013-14 was 29,955, while the University of Education in Winneba had 20,615 students, the University for Development Studies 20,432, University of Cape Coast 18,735, University of Mines and Technology at Tarkwa 2,009, University of Energy and Natural Resources 715 and University of Health and Allied Sciences 523.

In the area of teaching, the report said that public universities had the highest proportion of full-time teaching staff with PhD level qualifications, at 38%.

In polytechnics and private institutions offering degree programmes, more than 60% of full-time academics had a masters degree. In colleges of education, the largest portion of lecturers had bachelor degrees – 49% – followed by 35% with a masters degree.

The increase in the share of students in science and technical programmes to 39.1% was welcome, but still too low.

The report said: "The generally low proportion enrolled in sciences may be due to the high popularity of other subjects such as business and education. Data on the field of study of all tertiary students show that only 15.5% are enrolled in programmes of 'arts-social sciences'."

SOUTH AFRICA

IBM creates second major African research lab in Johannesburg

The University of the Witwatersrand, or Wits University, in Johannesburg is to host technology giant IBM's second major research, development and innovation laboratory in Africa. The US\$62 million investment comes after IBM launched a research centre in the Kenyan capital Nairobi in late 2013 and is the global company's 12th international research lab.

It was announced on 6 February that the US\$62 million is being invested over 10 years as part of the expansion of IBM Research – Africa, and the new lab – which will open in April this year – will be located in the reviving Braamfontein suburb alongside Wits University.

It will focus on advancing Big Data, cloud and mobile technologies to support South Africa's national priorities, boost skills development and foster innovations and intellectual property, particularly in the fields of healthcare, smart mining and urbanisation.

For instance, under a digital urban renewal theme, lab researchers will investigate the role of advanced digital technologies and Big Data analytics in urban renewal. Big Data analytics and cognitive computing will be used to improve the efficiency and effectiveness of healthcare in South Africa's resource-scarce environments.

Further, the new IBM researchers will use Big Data to contribute to the huge, international Square Kilometre Array radio telescope research project that will be jointly hosted by South Africa and Australia and which aims to answer fundamental questions about the universe.



The lab

The lab will provide bursaries for undergraduate and postgraduate students in information and communications technology, or ICT, and related areas as well as internships, mentoring, access to IBM labs around the world, and start-up support and enterprise development for especially black and female entrepreneurs.

Three factors drew IBM to Johannesburg – the availability of technical talent and ability to attract talent, top universities to partner with to build the 'ecosystem' needed to make the lab successful, and the existence of major problems that require innovative solutions.

The director of the new lab is Ethiopian-born Massachusetts Institute of Technology optical physicist

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Dr Solomon Assefa, formerly a research scientist at IBM's flagship Thomas J Watson Research Center in New York, who has co-authored more than 50 scientific articles and has 45 patents.

Assefa told Engineering News that the lab was already operational and was developing projects in partnership with Wits.

It would focus specifically on supporting breakthrough innovations, which were "important for international competitiveness and economic development, not only for South Africa, but also for Africa, and aims to develop globally relevant innovations for IBM".

Professor Adam Habib, vice-chancellor of the University of the Witwatersrand, said IBM's decision to locate in Johannesburg would give a "huge boost" to the city's community of programmers, designers, developers, entrepreneurs and start-ups.

"The development of a successful innovation ecosystem is crucial to the further development of the South African economy and the country's international competitiveness," said Habib.

Local benefit

Science and Technology Minister Naledi Pandor, who was at the launch on Friday, said it was the first time an international company had invested in research

and innovation through the government's BEE – 'black economic empowerment' – financial instruments.

The centre would work with ICT and innovation initiatives and research organisations in the country, reported Engineering News.

"ICT is required to strengthen our economic competitiveness, as described in the National Development Plan, and we are thrilled that the lab will have access to the world-class research and innovation capacity of IBM's research labs around the world," she said. South Africa would offer its "very best scientific talent" to ensure the lab's long-term success.

Aside from Wits University, IBM has already struck agreements with the Department of Science and Technology and the Council for Scientific and Industrial Research to collaborate on research and skills development – and, said Pandor, to use ICT and innovation for development.

TUNISIA

Tunis to host first American university in the Maghreb

Wagdy Sawahel

Tunisia is to host a US\$100 million American university that will be completely operational by 2020 and will be the first of its kind in the Arab Maghreb region, which comprises the North African countries of Algeria, Libya, Mauritania, Morocco and Tunisia.

A partnership agreement on the university's creation, between Tunisia's private Université Montplaisir Tunis, or UMT, and a number of United States universities, including Clayton State, was signed on 27 January in Tunis, according to a press report.

The new American university is the second to be set up in Africa – the American University in Cairo was founded in 1919 – and the second foreign campus in Tunisia after two French institutions – ESMOD and Paris Dauphine University – set up there, according to the January 2015 «Branch Campus Listing».

The 50,000 square metre campus will be built at Tunis Financial Harbour, about 25 kilometres north of Tunis, and will cost about US\$100 million, which will be provided by private donors and UMT.

The university

"American University in Tunisia – AUT – will be a comprehensive, independent, for-profit, coeducational institution of higher education that will foster excellence in teaching, learning and research," says a concept report titled Future Project – AUT.

Furthermore, it will be "Based on an American model of higher education and grounded in the culture of the Maghreb's region".



The new university will follow the '2+2' model, in which students spend two years studying in Tunis and then two in US partner universities, to earn a double degree.

Courses will cover a broad range of topics, such as law, medicine and economics, and will receive official accreditation from both the US higher education system and Tunisia's Ministry of Higher Education.

A document provided to University World News by UMT says that the American University in Tunisia project will be implemented in two steps.

The first has already been taken, with the launch of the American Business Programme, which started during the 2014-15 academic year under the auspices of UMT in partnership with American universities.

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"In addition to the college of business administration, the American business programme will include colleges such as engineering, technology, medicine, pharmacy, nursing sciences, law, arts, humanities, social sciences and agriculture," according to the document.

The second step will be the opening of the American University in Tunis in 2020 on its own campus, with construction due to start in 2017.

Response

"Such a university would be extremely significant in addressing world-class workforce needs within the context of ongoing economic development in Tunisia and the Maghreb states," Dr Avinandan Mukherjee, dean of the college of business at US-based Clayton

State University, told University World News.

The global partnerships for the emerging university would benefit students and academics in Tunisia and the US alike, "as opportunities for student and faculty exchange and joint degree programmes develop over the next few years.

"This arrangement also fits well within an ambitious globalisation initiative at Clayton State University and its college of business, which has developed international partnerships with universities in South Korea, India, France, Hungary, Germany etc," Mukherjee said.

AFRICA

African Union postgraduate scholarships for the disabled

Maina Waruru

The African Union is granting postgraduate scholarships to people with disabilities from across the continent – the first time that the continental body has tailored grants specifically for disadvantaged learners.

The pan-African body announced that scholarships would be granted in 2015 to people living with permanent disabilities, as part of the larger Mwalimu Nyerere African Union Scholarship Scheme.

Introduced in 2007, the scheme aims to contribute to the production and retention of high-level African human capital and to promote the mobility of students across the continent.

The scheme is for qualified people interested in pursuing masters degrees in selected fields of learning, including the social sciences, natural sciences, engineering, mathematics, education sciences and sports sciences.

"The scheme, as with all other AU schemes in education, science, technology and youth development, is open to everyone without discrimination," said Dr Beatrice Njenga, head of the African Union's education division.

People living with disabilities had been given preferential consideration during the 2015 call for application, to enhance their chances of clinching scholarships offered under the Mwalimu Nyerere scheme.

"Through open calls, we find that we get less than 30% female applicants and a minimal number of students with disabilities," Njenga told University World News.

"For this reason, we had a specific call for female students only in 2013 and 2014, and in 2015 we have targeted only students with disabilities to enhance the chances of reaching this category of young Africans," she explained.

The programme

Under the special programme, disabled learners will be allowed to study at universities of their choice – although the institutions must have appropriate facilities. The fact that many universities do not cater for disabled people may limit who benefits from the grants, Njenga added.

"Many universities do not yet have disability-friendly facilities, so this will limit the universities that can admit disabled students. We will have to wait and see," she said, when asked how many learners were likely to benefit.

All forms of impairment will be considered, and will be a condition for eligibility, along with being a citizen of an AU member state, being under 35 years old, and holding a bachelor degree in the relevant field from a reputable university.

Applicants are also required to be willing and able to commit themselves to studying full-time.

Tuition fees for a maximum of two years will be paid by the AU, over and above a monthly stipend of US\$500 for living expenses, a book allowance of US\$500 per year and a round-trip economy fare for the most direct route between the beneficiary's home country and the study destination.

Furthermore, there is a one-off payment of US\$1,000 for purchase of a laptop computer, another one-off US\$350 for terminal expenses for shipping after successful completion of study, and US\$250 for airport transfers at the beginning of studies.

Applications must be sent to the programme administrators by 31 March 2015. The details plus application forms are available on the African Union website.

SENEGAL

Education unions reject new university law

Jane Marshall

Higher education unions in Senegal have condemned the new framework law for universities passed on 26 December, which they say violates institutions' freedom.

The aim of the new law was to harmonise the organisation and operation of universities and to promote a partnership between universities and business, reported *Sud Quotidien* of Dakar.

The legislation laid down that at each university there should be an administrative board selected by the minister, and an academic board. The minister would also appoint the directors of universities.

The unions' objections principally concern lack of consultation and the new administrative board.

Multiple objections

Seydi Ababacar Ndiaye, secretary general of the *Syndicat Autonome de l'Enseignement Supérieur*, or SAES, said the legislation had not been presented for consideration to the deliberative bodies of universities, which should have had the opportunity to make amendments, reported *Agence de Presse Sénégalaise*, or APS, of Dakar.

Ndiaye said the requirement of the law to set up an administrative board presented a problem "not only in its composition, but the method of appointing members who are from outside the university".

Under the new law the board would have 20 members including 10 from outside the university, which SAES criticised for restricting the rights of the academic staff, reported APS.

As part of the union's action plan, SAES members



organised a three-day stoppage, revealed *Sud Quotidien*. They also held a peaceful demonstration against the law, the publication reported.

The higher education sector of the *Syndicat Unitaire et Démocratique des Enseignants du Sénégal*, or SUDES, also denounced the new law and the lack of consultation, and demanded that the board of administration should be composed differently, reported *Le Soleil* of Dakar.

At a press conference the union's leaders said the law "endangers the Senegalese university as much by the process of its drawing up as by its content which removes all autonomy and leads to de facto privatisation", reported *Le Soleil*.

Stepping up action

SUDES representative Professor Omar Dia said the

effects of the exceptional crisis last year continued to delay the start of the academic year in most higher education institutions in the country.

He said the law was inopportune because it created discord at a time when there was a need to find harmony between the actors in the system.

Dia said SUDES would step up its action against the law that "threatens the existence of public universities. It is clear the teachers' unions do not hold the same position as the authorities," reported Sud Quotidien.

Firmly rejecting the law, the union called on the government to "take every useful initiative to safeguard the definition of an instrument of governance

guaranteeing the autonomy of universities within a joint framework".

Earlier, Higher Education and Research Ministry spokesperson Babacar Guèye said it was prepared to reconsider the new law's "methods of application", where there were some "malfunctions", reported APS. But he said the ministry would not renege on the issue of the administrative board.

This article is drawn from local media. University World News cannot vouch for the accuracy of the original reports.

KENYA

University regulator drafts law to accredit professionals

Maina Waruru

Kenya's higher education regulator, the Commission for University Education, or CUE, wants professional bodies barred from accrediting graduates in key professions and wants to take over the role, to avoid frequent stand-offs between the associations and universities.

The commission is drafting a law with the intention of handing it to national assembly, to have the Universities Act 2012 amended to bar professional bodies from accrediting graduates in key professions including medicine, pharmacy, engineering, nursing and law.

CUE is proposing that the Engineers Board of Kenya, or EBK, the Medical Practitioners and Dentists Board, or MPDB, the Council of Legal Education, or CLE, and the Pharmacy and Poisons Board, or PPB, among others, be stripped of their current roles of accrediting graduates and curricula offered by universities in their fields.

Last year the professional bodies – especially the EBK – rejected thousands of graduates and ordered them to repeat and undertake new course units, arguing that the graduates were 'half-baked' and therefore would not get recognition from the body.

Commission Chief Executive Officer Professor David Some said that once the roles were transferred to CUE, there would be an end to the frequent stand-offs in which professional associations refused to recognise graduates from certain universities.

"These powers vested by law in professional bodies rightly should be held by CUE. We cannot continue having a situation where we approve courses only for these bodies to reject graduates," he told University

World News.

Rejection chaos

Decisions last year by the EBK and the PPB not to recognise many graduates angered CUE, which had allowed universities to teach engineering courses and had even approved curricula.

Parents also loudly condemned the association actions, and complained about the costs of extra fees and expenses to keep their children in universities or colleges for longer.

At least three universities were closed down for weeks after students went on the rampage, protesting against non-recognition by the EBK and the PPB and their demands that students retake certain courses.

With the EBK standing its ground, the CUE board resolved that the best way forward was to have the universities law amended to enable the commission to assert control over what is taught in higher education.

Not surprisingly, professional bodies are resisting the proposal, including the EBK, which insists on its right to oversee engineering training offered by higher education institutions. However, Some asserts that the role of professional groups should be restricted to "regulating practice" of engineering and other trades.

Thousands of engineers unregistered

According to John Mosonik, principal secretary in the Ministry of Transport and Infrastructure, more than 5,000 practising engineers including recent

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graduates remain unregistered, with only 3,000 out of 8,000 working engineers having been registered by the EBK.

Engineers are supposed to undertake rigorous oral and written tests before being registered by the board.

"One wonders where all the 5,000 engineers in the country are and why they are shying away from seeking registration with the board," Mosonik said.

CUE intends to hand over its draft amendment proposals to the attorney-general for fine-tuning and approval, before they are submitted to the parliamentary committee on education, which will in turn table the proposals in parliament for debate and possible approval.

The process could take months or even a year. Professional accrediting associations are planning to petition parliament when the laws go before it, in a bid to have the proposed amendments rejected.

Professional associations are established by law, and the government is always represented in them by

relevant ministers or principal secretaries or their nominees.

This means that stripping the bodies of accreditation functions will also involve amending the laws establishing them, according to legal scholar Soyinka Lempaa, a former lecturer at Jomo Kenyatta University of Agriculture and Technology – a process that he said might be lengthy and time-consuming.

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RWANDA

HE embraces Kiswahili to boost regional integration

Reuben Kyama and Eric Kabeera

Rwandan universities have embarked on an ambitious programme to teach Kiswahili, East Africa's lingua franca, to enable the country's populace to tap into regional integration.

Rwanda is a member of the East African Community or EAC, a regional trading bloc comprising Burundi, Kenya, Rwanda, Tanzania and Uganda that came into being in July 2007 and encompasses a total area of 1.8 million square kilometers and 135 million people.

The new programme, being pioneered by leading higher education institutions in the tiny landlocked African nation, is intended to ease Rwanda's entry into the regional market.

Higher education harmonisation in East Africa is also forging ahead through the Inter-University Council for East Africa, which has more than 100 member universities.

Kiswahili the language

Despite previously being belittled as a language, Kiswahili is spoken by millions of people around East Africa, boosting communication and business among member states.

Experts argue that Rwandans need to learn Kiswahili if they are to penetrate and benefit from the East African integration process.

The language has turned out to be an important tool used in business, political and social-cultural settings. As EAC integration deepens, those who cannot speak Kiswahili are rushing to learn it.



According to Dr Cyprien Niyomugabo, dean of the University of Rwanda's school of education, the institution has introduced courses in which every Rwandan national can enrol to learn Kiswahili.

Niyomugabo, who is also the president of Rwandan Academy of Language and Culture, said that about 40 students were expected to graduate from the school with a bachelor degree in Kiswahili each year.

He added that the institution would soon introduce masters and doctoral programmes aimed at equipping Rwandan students with high-level language skills.

"In the past, there was a negative attitude towards Kiswahili. It was considered to be a language used by only robbers and an uneducated police force, but

that has now changed," Niyomugabo told University World News.

"Without Kiswahili, you cannot transact any business in some of our countries in East Africa," he stressed, adding that this year the university also intended to introduce certificate courses in the language.

Promoting Kiswahili

According to Niyomugabo, there are five Rwandan nationals who have earned a PhD degree in Kiswahili and the number is set to grow as the government embarks on the drive to attract more Kiswahili learners around the country.

"Our neighbouring countries, the Democratic Republic of Congo and Tanzania, speak Kiswahili and there are plenty of business opportunities that we cannot tap into unless we understand and learn Kiswahili," Niyomugabo said.

Recently Kiswahili has been fronted as the language of identity within the East African Community, with key symbols of integration – including the bloc's anthem – being written or recited in Kiswahili.

Fiona Juliet (22), one of the students pursuing a course in Kiswahili at the Rwandan university, said learning the language opened doors and presented numerous opportunities to Rwandan nationals.

But Juliet asserted that in order to achieve great results, member states would need to demonstrate political will in advancing the language among their citizens.

"Rwanda is doing well in promoting Kiswahili and I think other countries like Burundi, Uganda and Kenya should emulate that," she said.

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