
ADEA Working Group on Higher Education REPORT



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December 1-3, 1999

Abuja, Nigeria

ADEA Working Group on Higher Education REPORT

WGHE Meeting in Abuja, Nigeria

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The Working Group on Higher Education (WGHE), established under the Association for the Development of Education in Africa (ADEA), held its 13th meeting in Abuja, Nigeria on December 1-3, 1999. The meeting was carried out as a joint activity with the Association of African Universities. The National Universities Commission (NUC) of Nigeria graciously hosted the event and contributed in numerous ways to the success of the meeting.

Some 24 persons attended this meeting, including 12 representatives of international development partners, 9 members of the African university community, and 3 AAU staff (see Attachment 2).

The meeting addressed four major topics: an overview of tertiary education in contemporary Nigeria organized by the NUC; a progress report on the AAU work program, a review of the role and mission of the WGHE itself; and new technologies for university teaching and research. Each of these discussions is summarized below.

Introduction

The meeting was opened by Prof. Munzali Jibril, Executive Secretary of the National Universities Commission (NUC) in Nigeria. He extended a very warm welcome to all of the participants and introduced senior NUC staff who were also in attendance.

Dr. Narciso Matos, Secretary General of the Association of African Universities, communicated greetings to Nigerian universities from the AAU member institutions and expressed their hope that Nigeria might lead a process of higher education renewal on the continent and thereby contribute to regional development. He noted that Nigerian universities comprise a significant portion of AAU membership and that they have taken an active part in AAU activities such as the recent 6th Senior University Management (SUMA) workshop held in Nigeria. Dr. Matos recognized the important role of the WGHE in keeping higher education on the donor agency agenda during the 1990s and suggested that it now has an important role to play in transmitting lessons learned to new actors and agents who are beginning to enter (or re-enter) the field of African higher education. He re-affirmed the AAU's support for the WGHE and the AAU's willingness to continue close collaboration with it.

Dr. William Saint, Coordinator of the WGHE, expressed his pleasure in returning to Nigeria and thanked the NUC for its excellent arrangements in hosting the meeting. He underscored the main purpose of the meeting as being a re-orientation and re-structuring of the role and mission of the WGHE in response to changing challenges and opportunities at the beginning of the 21st century.

Nigerian Universities

Prof. Jibril offered a well-organized Powerpoint presentation on the present

university system in Nigeria. The country supports 43 higher education institutions: 11 state universities, 3 recently approved private universities, and 29 federal universities (including three agricultural universities, one military university, and 4 inter-university centers). Five of the federal universities boast enrollments between 16,000 and 30,000 students, but 8 federal universities host enrollments of less than 10,000 students. In spite of being Africa's largest higher education system with nearly 400,000 students, the participation rate of 395 per 100,000 persons is less than half of the average for developing countries.

During the 1990s university enrollments have grown much faster than budgets. This imbalance has forced expenditures per student down from USD 700 in 1991 to USD 362 in 1998. Consequent deterioration of staff salaries has produced frequent labor unrest, brain drain, and staff recruiting difficulties. The current staffing deficit of 24,000 is roughly twice the number of existing academic staff.

Demand for access remains much higher than the system's physical capacity to accommodate students. For example, in 1998 just 35,000 new students were admitted to university study out of some 400,000 applications. In response, three parallel strategies are being pursued in order to expand access. First, the NUC is planning to establish VSAT network for use in distance education, academic networking, and research collaboration. Second, the establishment of good quality private universities is being encouraged. Third, plans are being made to steadily expand all university campus enrollments to a maximum of 30,000 students.

Government provides nearly 95% of university funding through a long-established funding formula based on full

time equivalent (FTE) students in approved academic programs. Ten percent of recurrent budgets for universities is earmarked for library development and an

additional 5% is reserved to support research. While high standards have been set for program accreditation, funding has been insufficient to attain them in many cases. In response, the Government is considering a possible block grant approach combined with a deregulation of student fees. This approach may include an assumption that universities will be able to generate as much as 30% of the income needs through their own efforts.

Under existing conditions, Prof. Jibril concluded that system reform is now overdue. Frequent changes in government policies during the past two decades have introduced instability into the system and undermined rational management and planning approaches. Looking to the immediate future, he indicated that future policies for the federal university system will emphasize institutional strategic planning, development of comparative advantage into more specialized academic capacities, deregulation of student fees, and the decentralization of management responsibility to university councils.

NUNet

A brief progress report on the Nigerian Universities Network (NUNet) was given by Dr. Aminu Mamman Ibrahim. He began by noting the potential of distance education to address the above mentioned problems of staff shortages and strong student demand for higher education. NUNet will provide essential electronic infrastructure and training for the development of a university linked network for academic and research collaboration. At present, 18 of the federal universities are connected through dial-up e-mail facilities. The university at Ife has already established a VSAT connection, and this will be followed by similar links at the NUC, the University of Jos, and Ahmadu Bello University. The current plan is to create half a dozen zonal VSAT stations and connect these to nearby institutions through either ground cable or wireless radio. Startup costs for this phase are estimated to be roughly USD 1.2 million. Annual

running and maintenance expenses are projected at USD 400,000.

Teacher Training Colleges

Implementation of the Government's recently announced policy of universal basic education will require a substantial increase in the number of teachers. Yet the nation's 43 existing teacher training colleges are operating at just 35% capacity, enrolling 105,000 students in facilities that could accommodate 300,000. Teachers presently receive very small salaries and they often suffer through long delays in receiving payment. As a result, the teaching profession has lost considerable status and is seen by many as a job of last resort. In addition, the qualifications of academic staff at these colleges have also declined. All teaching staff are supposed to possess MA degrees but in fact many do not. These declines in teacher preparation and support create a major need for teacher in-service training and skills upgrading. However, most state and local governments (with mandated responsibilities for primary and secondary education) lack the resources to mount such efforts.

Technical Education

The National Board for Technical Education oversees the country's 125 technical training institutions. These include 49 polytechnics (17 federal, 27 state, and 5 private), 36 colleges of agriculture, and 12 specialized training institutes (e.g., petroleum engineering, health, etc.). Although government policy requires 70% of enrollments to focus on science and engineering, in fact less than 40% of them do so. Presently over half of all students are enrolled in business and commercial studies. The principal cause for this variance is felt to be the lack of adequate science education at the secondary school level. Plans are underway to establish MA programs based on a research degree for graduates holding higher national diplomas (four years of study plus an industrial attachment) in the effort to expand capacities for applied

technology. However, academic planning remains dormant within the system. There is a clear need to revive this capacity and use it to increase the relevance of these training programs to current labor market needs.

AAU Progress Report

Rapidly changing circumstances in African higher education are compelling the Association of African Universities to revise its *Strategic Plan*. These changes include the size, quality and diversity of higher education systems, the emergence of new national oversight and regional agencies, new constituencies (e.g., South African universities), technology advances, and shifting approaches to development partnerships. The core elements of the AAU's vision and strategic plan will be retained, but they will be adjusted, re-directed and supplemented in response to these changing circumstances. Two studies have been commissioned as input to this process: a performance audit of the AAU itself, and a situational analysis. A draft strategic plan will be consulted widely with member institutions, and final presentation will be done at the next AAU General Conference, scheduled for January 2001 in Abidjan, Côte d'Ivoire. At that time, a new AAU Secretary General will be chosen and confirmed.

The AAU proposal for *Regional Cooperation in Graduate Training and Research* is still awaiting funding and this is a disappointment for those who worked so hard to produce it for last year's WGHE meeting. A few of these proposals have received limited funding that enables partial implementation (e.g., Human Rights at Pretoria, Accountancy at UNISA, and USHEPiA at Cape Town). The AAU also submitted these proposals to the African Capacity Building Foundation in Harare several months ago, but has not received any response.

Likewise, the AAU invited competitive proposals from its members for the establishment of study programs in

Humanitarian and Refugee Studies. Seven proposals were chosen through this process and they are now seeking funding.

A two-year study on *Quality Assurance*, its current practice and possibilities for strengthening university capacities, is nearing conclusion. The results are expected to lead to an AAU program in support of building a “culture of quality” among member institutions.

In the area of *Information and Communications Technology*, the AAU is supporting a project, the “Database of African Theses and Dissertations,” that seeks to catalogue, digitalize and make available theses and dissertations produced in African university graduate programs. This is intended to be a financially self-supporting activity along the lines of the University of Michigan dissertation microfilm collection.

The start of efforts to establish an *AAU Endowment Fund* was announced. This initiative recognizes that long term dependency on donor funding is not a viable strategy, and that donor funding often constrains the AAU’s ability to respond to its members’ needs. To this end, the Ford Foundation has provided funding to the AAU for the first step in this process: a feasibility study of how an endowment fund might be organized, marketed and managed.

The Secretary General also reported on the membership of the AAU in response to questions from some WGHE participants. The AAU accepts as a member any institution that awards a nationally recognized tertiary degree (e.g., polytechnics). The composition of the AAU’s 144 member institutions by language region is as follows: anglophone – 51%; Arabic – 26%; francophone – 20%; and lusophone – 3%. The members’ ability to pay membership dues to the AAU has gradually declined over time as economic difficulties in the region have persisted.

Independent Task Force on Higher Education

The AAU Secretary General reported on the progress of this Task Force, of which he is a member. The Task Force is composed of 15 distinguished higher education leaders from all continents. It is co-chaired by an African Vice-Chancellor, Dr. Mamphela Ramphele of the University of Cape Town. The initiative was launched with support from the World Bank and UNESCO, and subsequently received funding contributions from a number of other public and private donor agencies. The report will be presented in Washington, D.C. on March 1, 2000 to the President of the World Bank and distributed widely thereafter. As similar presentation will be made in Paris to the Director General of UNESCO in mid-June.

The Task Force report takes as its point of departure the major changes in the global economy, in communications technology, and the paramount role of information access in the world today. It outlines the fundamental role of higher education under these 21st century circumstances, but notes the great strains that placed on many higher education systems as they struggle to address pervasive challenges of quality, relevance, access and financing. The main question addressed by the report is how can countries educate more students to a higher standard in order to maintain and advance national economic competitiveness. It argues that higher education has the potential to make significant contributions to economic and social development within developing countries, but that this potential is not being tapped at present. It calls for national debates, with active stakeholder participation, on the role and contributions of higher education in each country context. It singles out funding, research support, institutional governance, and curriculum development in science and technology as areas for immediate intervention. It concludes that higher education is not a luxury for any country, no matter how poor. Rather, it is essential for its development.

Future Role and Mission of the WGHE

During the past year, the WGHE has invested considerable thought and energy in reviewing its role and mission following ten years of existence, and in proposing appropriate changes in light of this experience and the challenges of rapidly changing higher education systems at the start of the new millennium. The culmination of this process was an external review by consultants Prof. Donald Ekong and Gerda Vrieling, which benefited from considerable in-kind support from the Government of the Netherlands.¹

Prof. Ekong summarized the review process and recommendations. Among the main member concerns, he explained, were questions of membership continuity, African representation, lack of follow up to WGHE initiatives, emphasis on exchange of experience as opposed to more structured interventions, and an appropriate degree of formal structure for the WGHE. He noted that different participants come with quite diverse expectations and it is not always easy to find common ground on which to base WGHE activities. Nevertheless, Prof. Ekong stated that the conclusions and recommendations flowing from the review reflect a high degree of consensus among those who were interviewed. Specifically, most participants agree with the ADEA Steering Committee that the Working Group's mandate should go beyond information exchange. At the same time, there is also wide agreement that the WGHE should not serve as an implementing mechanism. Rather, it should facilitate the growth and strengthening of African organizations.

¹ Ekong, Donald and Vrieling, Gerda, "The Role of the Association for the Development of Education in Africa/Working Group on Higher Education (ADEA/WGHE): Purpose, Scope, and Participation," September 1999.

Prof. Ekong underscored a critical conclusion from the review: participating organizations need to involve themselves more in the scope and content of the WGHE work program through active partnerships. Member organizations must assume greater responsibility for the follow-up of WGHE activities and facilitate the implementation of recommendations by organizations based in Africa. Only in this way can the impact of WGHE activities be expanded.

Subsequently, each of the report's recommendations was presented and discussed by the group. Discussion was active, wide-ranging and constructive. As a result, revised understandings of the role, mission, activities, participation and governance of the WGHE were achieved. These are summarized in Attachment 1. Feedback during and following this meeting suggests that these revisions are generally acceptable to the WGHE membership.

Accessing Journals Electronically

Ms. Lisbeth Levey, Director of the Project for Information Access and Connectivity (PIAC), briefed the group on current possibilities and prospects for electronically accessing scientific journals over the Internet. In a well-organized PowerPoint presentation and informative reference paper, Ms. Levey summarized the current state of development for electronic journals, provided website addresses for some of the more comprehensive services, assessed African experience to date, and suggested appropriate next steps for constructive action in this area.²

The growth of the Internet has produced an explosion of on-line information resources. A number are free in that there is no charge to access them, but most charge users either

² Levey, Lisbeth, "Journals on the Web: What's Out There?," Project for Information Access and Connectivity, P.O. Box 41081, Nairobi, Kenya. E-mail: l.levey@fordfound.org. See also "Wired for Information: Putting the Internet to Good Use in Africa," available at the PIAC website: www.piac.org

through subscriptions or deposit accounts. Ironically, publishers currently do not charge less for electronic subscriptions, although they incur no paper, printing, or mailing costs. Subscriptions to on-line journals are usually handled in the same way as orders for print journals – through a vendor. At this point, pricing structures and access arrangements are rather confusing, as vendors experiment with the risks and benefits of new technologies and global markets. However, many journals give print subscribers a free subscription to the on-line edition. In this way it is possible that African university libraries already have access to some journals without knowing about it.

Many on-line journals are available in PDF format (Portable Document Format). PDF is a proprietary software developed by Adobe Systems Incorporated. PDF files can be downloaded, viewed and printed from several different software platforms, leaving the page layout intact. PDF files are accessed using the Adobe Acrobat 3.0 plug-in, which is available free of charge on the Internet. Although this makes it possible to print out an exact image of the article one desires to read, if one's technology is slow it may take a long time to download the image files for the article. If a choice is available, a full-text article should be selected over a PDF file – unless one's bandwidth is sufficiently robust.

Disadvantages of electronic access should be recognized. The full text for many important scholarly journals is not yet included in the database subscriptions currently available. In addition, a number of full text journals would appear to be of uncertain value in an African university environment. One relatively new service, EBSCO Online (www.ebsco.com), aims to provide “one stop shopping” for institutions interested in purchasing electronic journals.

More than 1,800 journals are presently available through EBSCO, which has joined with the Open Society Initiative to provide

services at deep discounts in Southern Africa.

Because on-line journals are a new and rapidly developing phenomenon, African experience with them is quite limited. The African Virtual University offers its 23 participating institutions the ProQuest database of some 4000 journals and plans to complement this with additional sources over the coming months. Many universities in South Africa have been using CD-ROM or on-line bibliographical databases combined with print subscriptions to journals. A few are beginning to look at and evaluate electronic access. In Egypt, the American University in Cairo subscribes to a number of full-text journal databases. Consequently, current African experience with electronic access to journals appears concentrated at the two ends of the continent.

What might be appropriate next steps? The following activities are suggested.

- **STRATEGIC PLANNING.** Where universities are engaged in institutional strategic planning, holistic approaches to the development and use of information and communications technologies (ICT) should be explicitly addressed. How can these technologies be used to strengthen teaching, learning and research?
- **FOCUSED ICT PLANNING.** Give explicit thought to what needs to be done to create a hospitable environment for ICT development at one's own university. Produce an ICT plan. Network with colleagues at other African universities that have established Internet and local area networks. These include Eduardo Mondlane University in Mozambique, the University of Zambia, the University of Dar es Salaam, Obafemi Awolowo

University in Nigeria, and a number in South Africa. Other universities with significant ICT implementation experience include the University of Ouagadougou and the University of Namibia.

- **LEARN BY DOING.** Acquire understanding by getting directly involved with ICT. Provide hands-on experience to senior university staff through short sensitization seminars and training workshops.
- **ESTABLISH CONSORTIA.** Join forces with other nearby universities with similar interests in virtual libraries, on-line journal access, and ICT use for teaching and research. Use the strength of numbers to forge partnerships with publishers and vendors. Start evaluating on-line journals for accessibility and relevance to African subscribers.
- **ORGANIZE A PLANNING WORKSHOP.** This meeting could bring together representatives of university management, university libraries, and publishers or vendors who are willing to work with African institutions and provide discounted subscriptions. The goal might be to identify a core list of scientific journals of greatest relevance to African universities and to negotiate a subscription package affordable to them.

Subsequent discussion highlighted the need for guidance on how to carry out strategic planning for ICT. In response, Jos Walenkamp informed the group that Nuffic had just produced a report on ICT and

higher education in the Third World that distills experiences in this area.³

SURVEY OF UNIVERSITY INNOVATIONS

A letter to the WGHE from representatives of the Rockefeller Foundation and the Carnegie Corporation was distributed and discussed. The letter informs the WGHE that these organizations (possibly with additional funding partners) are planning four analytical activities to guide and support their new funding initiatives for the strengthening of selected African universities. The first will be a mapping of current variants of higher education in Africa that will be carried out by the AAU. The second will be a set of case studies of “universities on the move” that will be managed by Rockefeller and Carnegie, but carried out by university-based research teams in Africa. The third will be a study of global trends affecting the evolution of higher education on the continent that will be commissioned. The fourth will be an inventory of significant recent higher education reform innovations in Africa. The letter inquires whether the WGHE would be willing to become a partner in carrying out this last activity.

Subsequent discussion was further informed by participants Narciso Matos and David Court, both of whom have been involved in these planning discussions. Reactions were universally positive. Participants agreed that the WGHE should respond favorably to the two foundations. Subsequently, the drafting of a methodological proposal for this work was begun in February.

³ Maltha, H.W., Gerriseen, J.F., and Veen, W. (eds.), *The Means and the Ends*, The Hague: Nuffic, July 1999. (www.nuffic.nl)

WGHE Work Program for 2000

The proposed WGHE work program for the year 2000 (see Attachment 4), which had been submitted to the ADEA Steering Committee in October without an opportunity for discussion by WGHE participants, was presented by the WGHE Coordinator for reactions from the group. The principal activities are as follows: (1) Working Group meeting in Abuja, Nigeria; (2) first meeting of the new WGHE Steering Committee; (3) Strengthening the role of university councils; (4) directory of development assistance to African higher education; and (5) Internet resources for teaching and learning.

Discussion focused on the latter three activities. Work on strengthening university councils was viewed as very important and therefore was strongly endorsed. The directory of development assistance to African higher education was regarded as a useful tool, particularly if it focuses on donor guidelines and priorities rather than on detailed descriptions of donor activities. The assessment of Internet resources for teaching and learning was modified slightly through group discussion. Emphasis was placed on the need for African users to evaluate a manageable sub-section of existing Internet-based information resources, including on-line journals and informational websites. A main concern was how to best use these emerging "first world" resources to improve teaching, learning and research in Sub-Saharan Africa at a time when traditional printed textbooks and library references are not readily available. Participants concluded by endorsing the idea of inviting PIAC to organize a workshop of African Internet users for the purpose of such an evaluation. (This has subsequently been done.)

Following the WGHE meeting in Abuja, the work program was expanded to include two studies on the impact and response to HIV/AIDS in African universities. This was the direct result of extensive discussion of the threat of HIV/AIDS to educational development during the ADEA Biennial Conference held in Johannesburg immediately after the WGHE meeting in Abuja. This led to the request that all ADEA Working Groups give some immediate attention to HIV/AIDS issues in their current work programs. (Terms of reference for these studies are currently being developed by the WGHE Coordinator.)

Next Meetings

The first meeting of the WGHE Steering Committee will be held at the University of Namibia on Saturday, June 24, following the meeting of the AAU Executive Board on June 19-23. The process for selecting permanent African members of this Committee is underway in accordance with the agreements summarized in Attachment 1. All donor agencies interested in playing an active role in the WGHE's future activities are invited to attend. The purpose of the meeting will be (i) to choose non-university representatives of tertiary education for Committee membership, (ii) to plan the next meeting of the WGHE Forum, and (iii) to develop a WGHE work program for the year 2001 for submission to the ADEA Steering Committee in October of this year.

The next meeting of the *WGHE Forum*, which welcomes all interested parties, will be held in conjunction with the AAU General Conference being planned for January 2001 in Abidjan, Côte d'Ivoire.

The Future Role of the ADEA Working Group on Higher Education:

Purpose, Scope and Participation

During the regular meeting of the ADEA Working Group on Higher Education (WGHE) held on December 1-3, 1999 in Abuja, Nigeria, an appropriate role for the WGHE during the coming decade was discussed and agreed. This discussion was informed by the review and recommendations presented by Prof. Donald Ekong in his commissioned report of September 1999. The following agreements concerning the WGHE were reached:

Goal: What We Hope to Achieve

The Working Group on Higher Education promotes the social, economic and cultural development of African nations by strengthening the role of higher education and enhancing its capacity, as well as that of its development partners, to anticipate and respond to increasingly rapid changes in knowledge generation, dissemination and application.

Mission: How We Will Reach our Goal

The Working Group on Higher Education strives to play a catalytic role in the exchange of experiences and to enhance the effectiveness of partnerships among African higher education communities and their development partners.

Mandate: The Scope of Our Efforts

In carrying out its mission, the Working Group on Higher Education is mandated by its members to understand issues, share experiences, identify innovations, promote consensus, take initiatives and facilitate their implementation in support of higher education development in Africa.

Structure:

The WGHE is comprised of the following organizational components:

- A Steering Committee
- A Forum

The *Steering Committee* is the principal planning and decision-making body of the WGHE. It defines the annual work program, ensures that financing is available for its implementation, and evaluates the results. The Steering Committee is composed of the following members:

- The AAU Secretary General.
- The WGHE Coordinator.
- 3 members selected by the AAU to serve for 3 years.
- 3 African government representatives with significant higher education responsibility selected by the ADEA Steering Committee to serve for 3 years.
- 2 representatives of African non-university higher education selected by the WGHE Steering Committee at its first meeting.
- Representatives with significant higher education responsibility from development partners who wish to participate on a regular basis in the Steering Committee.

Initial Committee nominations by the AAU and by the ADEA Steering Committee will serve staggered terms so that their subsequent completion of service will not occur simultaneously. Steering Committee meetings will normally occur in conjunction with the WGHE Forum. A Chairperson of the Steering Committee will be elected by Committee members at their first meeting.

The *Forum* is composed of all representatives of African higher education, African governments, and development partners who attend these periodic meetings. The purpose of the Forum is to disseminate the results of the WGHE work program, share experiences, and identify emerging issues of importance. It will be held at least annually at a venue in Africa. Forum participants are expected to cover their own transportation and accommodation costs for these meetings. This may be done through institutional sponsorship by employers, governments, or development partners.

Membership/Participation:

Any institution, organization or agency that is seriously interested in the issues and activities being addressed by the WGHE is welcome to participate in the Forum and/or the work program. This includes representatives from governments, tertiary education, non-governmental organizations, and other higher education stakeholders in the private sector.

WGHE Co-ordination

The transfer of WGHE coordination responsibilities from the World Bank to the Association of African Universities at a future date was broadly endorsed. For the immediate future, however, the decision was made to maintain coordination arrangements as they are. This decision was based on the participants' awareness of current uncertainties within the WGHE as its new role and mission are implemented, and within the AAU as a new Secretary General is chosen. It reflected their concern not to increase uncertainties for these two organizations at this time by proposing new coordination arrangements.

Relations with the Association of African Universities:

Most participants agreed that both the WGHE and the AAU would benefit from a more precise definition of their respective roles in this partnership. To this end, the current WGHE Coordinator was asked to initiate an exchange of memoranda on this matter with the AAU once the new AAU Secretary General is in place.

Long-Term Work Program:

A number of important themes were selected as potential elements of the WGHE's long-term work program. They are listed below:

- Strengthening institutional management capacities. (including strategic planning, governance and accountability, quality assurance, asset management, and coordination of university-donor relations).
- Potential contributions of new information and communications technologies to African higher education. (including management information systems, tertiary distance education, virtual libraries, electronic networking, intellectual property rights).
- Institutional linkages, partnerships and cooperative mechanisms. (including north-south cooperation, south-south consortia, transfer of technology and expertise, student/staff mobility).

- Higher education in relation to the Sector-wide Approach to development assistance in education. (including the relation of higher education to the education sector, higher education support for sector-wide programs in other sectors).
- Higher education and its role in society. (including access and quality, labor market linkages, life-long learning, gender, higher education as a public good, higher education contributions to private sector development).
- Research and research capacity building. (including inter-university collaboration in graduate training and research, strengthening of PhD programs in African universities, research skills development, quality assurance, research dissemination)
- Diversification of higher education systems. (including private provision of higher education, community-based tertiary institutions, distance education, teacher training, and tertiary level technical education).

- Donor agencies dynamics and partnerships with African tertiary institutions. (including donor collaboration, effective partnerships, transparency, uniform reporting systems)

Immediately after the WGHE meeting in Abuja, the ADEA Biennial Conference held in Johannesburg recommended that each ADEA Working Group give attention to the consequences of HIV/AIDS for their respective areas of activity. On this basis, the “impact and implications of HIV/AIDS for tertiary education development in Sub-Saharan Africa” has been added to the above list of possible work program themes.

An annual work program for the WGHE will be defined each year by the Steering Committee on a rolling two-year basis. Work program activities will initially be drawn from the above list of priority themes. However, only those activities for which there is an actual commitment of implementation or funding from one or more members will be included in the work program. Consequently, “unfunded mandates” will not be considered. Through its role in planning and monitoring the annual work program, the Steering Committee will function as the main decision-making mechanism of the WGHE.

January 2000

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AGENDA

ADEA Working Group on Higher Education Meeting

December 1-3, 1999
Abuja, Nigeria

Tuesday, November 30

Participants arrive in Abuja. Reservations will be made by the NUC at Nicon Noga Hilton Hotel (tel. 234-9-523-1811) following receipt of your reservation request.

Wednesday, December 1

- 8:30 a.m. Welcoming remarks: Prof. Munzali Jibril (NUC), Dr. Narciso Matos (AAU), Dr. William Saint (WGHE). Venue: National Universities Commission, Aja Nwachukwu House, 430 Aguiyi-Ironsi Street, tel. 413-3185.
- 9:15 Current status and future plans for higher education in Nigeria. Presentation by Prof. Munzali Jibril, National Universities Commission.
- 10:30 Coffee/tea.
- 11:00 Presentations by Dr. Kabiru Isyaku, Executive Secretary, National Commission for Colleges of Education; and Dr. A.T. Abdullahi, Executive Secretary, National Board for Technical Education.
- 12:30 Lunch (return to hotel; individual arrangements).
- 14:00 AAU progress report and future plans. Presentation by Dr. Matos and AAU staff. (results of COREVIP 99, AAU strategic plan, endowment fund, update on regional collaboration in graduate training). Venue: Nicon Noga Hilton Hotel).
- 15:30 Coffee/tea.
- 16:00 Report of the Task Force on Higher Education and Society convened by UNESCO and the World Bank, by Dr. Narciso Matos.
- 17:30 Adjourn.

Thursday, December 2

- 8:30 WGHE meeting. Introduction and status report on WGHE activities by William Saint, coordinator of the WGHE. (venue: Nicon Noga Hilton Hotel).
- 9:30 Presentation of the assessment of the WGHE role, mission and future activities, by Prof. Donald Ekong (consultant).
- 10:00 Discussion of recommendations.
- 11:00 Coffee/tea.
- 11:30 Discussion of recommendations continues.
- 12:30 Lunch.
- 14:00 Recommendations, decisions and work plan for the year 2000.
- 15:30 Coffee/tea.
- 16:00 Session continues.
- 17:30 Adjourn.

Friday, December 3

Theme: New technologies to strengthen university teaching and learning

- 8:30 Acacia/IDRC survey of electronic networking experiences in African universities, by Dr. Venancio Massingue, Eduardo Mondlane University (did not arrive).
- 9:30 Accessing Research Journals Electronically: What is the Potential for Africa? Presentation organized by Lisbeth Levey, Ford/Rockefeller Project for Information Access and Connectivity.
- 10:30 Coffee/tea.
- 11:00 The Francophone Virtual University, by Bonaventure Mve-Ondo, Agence Universitaire de la Francophonie (did not arrive).
- 12:00 Plans for next meeting.
- 13:00 Closure.
- 15:00 *Optional:* tour of the city and University of Abuja.

PROPOSED WORK PROGRAM: 2000

ADEA Working Group on Higher Education

<i>WORKING GROUP MEETING, ABUJA, NIGERIA – DECEMBER 1999</i>	Outputs	Estimated Budget	
<p>During 1999 the WGHE has undertaken to review its role and mission with a view to making appropriate adjustments as it begins its second decade of activities. The review is expected to recommend a significant re-structuring of the WGHE in terms of its membership, participation, decisionmaking process and work program. The recommendations of this review will be submitted for discussion and decision at this WGHE meeting in Nigeria. The meeting will also dedicate a day of discussion to a series of presentations related to the use of new information technologies to improve teaching and learning in African universities.</p>	A restructured WGHE.	Invitee travel	\$14,000
		TOTAL	\$14,000
		<i>Note:</i> Simultaneous translation costs will be covered by the National Universities Commission in Nigeria.	
ACTIVITY 1: IMPLEMENT WGHE RE-STRUCTURING RECOMMENDATIONS			
<p>The re-structured WGHE will be led by a Steering Committee composed of 9 permanent African members and representatives of committed donor agencies. The new Steering Committee will need to meet early in the year 2000 to plan the details of its work under the new structure and agree on arrangements for carrying out these activities.</p>	Identified work program activities and agreed institutional sponsors.	Invitees	\$12,000
		Translation	<u>\$ 4,500</u>
		TOTAL	\$16,500
ACTIVITY 2: STRENGTHENING THE ROLE OF UNIVERSITY COUNCILS			
<p>During 1999, an orientation guide for university council members in South Africa was identified and reviewed for its relevance to anglophone university councils elsewhere in Africa. Based on this review and its suggested modifications, a revised edition of this handbook will be prepared and published in collaboration with the copyright holder, the Centre for Higher Education Transformation in Johannesburg. Subsequently training materials will be developed and tested with university councils in one or two sites.</p>	Revised edition of University Council guidebook.	Consultants	\$ 2,500
		Printing	\$ 6,000
	Tested training materials for use by local organizations and universities.	Consultants	\$ 4,000
		Travel	\$ 4,000
		Materials	<u>\$ 1,000</u>
TOTAL	\$17,500		

PROPOSED WORK PROGRAM: 2000

ADEA Working Group on Higher Education

ACTIVITY 3: DIRECTORY OF DEVELOPMENT ASSISTANCE	Outputs	Estimated Budget	
<p>Development partners shape their assistance through the application of strategic criteria such as their perceived comparative advantage, geographic location, type of institution, type of activity, and type of beneficiary. Within the development assistance community, these criteria evolve almost continuously in response to political, institutional and staffing changes affecting the agencies concerned. Some university leaders have suggested that a directory to development assistance resources (both financial and technical) in higher education would be valuable. This proposal will be discussed at the next meeting of the WGHE in Abuja and if accepted, would be carried out during the year 2000.</p>	<p>A directory to development partner resources for higher education in Africa.</p>	<p>Consultants: Publication Communications</p>	<p>\$14,000 2,500 <u>800</u></p>
		<p>TOTAL</p>	<p>\$17,300</p>
ACTIVITY 4: INTERNET RESOURCES FOR TEACHING AND LEARNING			
<p>This activity was included in last year's work program but it was not pursued due to lack of staff time. If ratified by the WGHE meeting in Abuja, this directory would be produced during the year 2000. The WGHE coordinator has identified the Ford/Rockefeller Project for Information Access and Connectivity as one possible group that might carry out this study. Other groups are being identified and terms of reference are being prepared in consultation with the Commonwealth of Learning.</p>	<p>Two directories to Internet resources for university teaching and learning, one for French and one for English.</p>	<p>Consultants Publications</p>	<p>\$22,000 <u>5,000</u></p>
		<p>TOTAL</p>	<p>\$27,000</p>
		GRAND TOTAL	\$92,300

AUDIT NOTE: All funds for WGHE activities, with the exception of World Bank direct payments for the costs of WGHE coordination, are contributed to and disbursed from the WGHE sub-account of the ADEA Secretariat account managed by the International Institute for Educational Planning (IIEP) in Paris. They are therefore included in the annual audits of all IIEP accounts.