

**THE INTER-UNIVERSITY COUNCIL FOR EAST AFRICA  
P.O BOX 7110,KAMPALA, UGANDA.**

**REPORT OF THE MEETING ON HIGHER EDUCATION STUDIES IN EAST  
AFRICA HELD AT THE HILTON HOTEL, NAIROBI ON 15<sup>TH</sup> –16<sup>TH</sup>  
AUGUST 2005**

**Present:**

- Prof. C. Nyaigotti-Chacha - Executive Secretary, the Inter-University Council for East Africa (Chairman).
- Prof. Herme J. Moshia - Dean, Department of Education, University of Dar es Salaam.
- Prof. Jo Muller - Dean, School of Humanities, University of Cape Town, South Africa.
- Prof James Otiende - Dean, Faculty of Education, Kenyatta University
- Dr Nico Cloete - Director, Centre for Higher Education Transformation (CHET), S.Africa.
- Prof. Peter Maassen - Director, HEDDA, University of Oslo, Norway.
- D.r Damtew Teferra - Center for International Higher Education, Boston College, Boston, USA.
- Prof. Moses L. Golola - Deputy Secretary, the Inter-University Council for East Africa.
- Prof. Joseph C. S Musaazi - Professor of Higher Education, Department of Higher Education, Makerere University.
- Prof. Hellen Sambili - Director, International for the Center & Study Abroad Programmes, Egerton University
- Mr.Jowi J. Otieno - Project Officer, Office of Vice Chancellor, Moi University
- Ms. Mildred Warugaba - Secretary, the Inter-University Council for East Africa (recorder).

## **Welcoming Remarks**

Prof. Chacha Nyaigotti-Chacha, Executive Secretary of the Inter-University Council for East Africa, welcomed all the participants to the meeting and requested them to introduce themselves. He then conveyed apologies from the Permanent Secretary of the Ministry of Education, Science & Technology of the Republic of Kenya, who was scheduled to open the meeting but due to unforeseen circumstances, was unable to attend.

He briefly informed participants about the purpose of the meeting and gave a background to the project. In this regard, he recognised the role that organisations such as CHET, the AAU and IUCEA had played towards this initiative. He also commended the role of scholars in Higher Education both from Europe and Africa who had participated in the various meetings that had led to the current status of the proposal. For purposes of information he briefed the members about the Inter-University Council for East Africa. He mainly emphasised on its origins, role and current challenges.

## **Background**

The Inter University Council for East Africa (IUCEA), the Center for Higher Education Transformation (CHET), the Center for the Study of Higher Education (CSHE-University of Western Cape) and the Association of African Universities (AAU) have been working on a joint proposal for the establishment and development of programmes in Higher Education Studies/ Management in Africa. This has been based on the need to build leadership and management capacity at various levels in African Higher Education and to strengthen the field of higher education studies.

When finalised, the proposal is to be presented to the Foundations in the Partnership for Higher Education in Africa to seek funding to address the inherent gaps in the teaching and training in Higher Education as an academic discipline and a viable profession in African Universities and related institutions. The targeted undertaking is the development of graduate degree programmes (Masters and PhD) in Higher Education.

Recognising the lack of adequate expertise in Higher Education studies in Africa, the proposal adopted a network approach to harness available capacity and expertise to implement the programme in regional nodes. East Africa was to be one of the nodes and its activities in this initiative were to be co-ordinated and spearheaded by IUCEA.

In this regard, this meeting, jointly organised by CHET and IUCEA was being held in Nairobi between 15<sup>th</sup> –16<sup>th</sup> August 2005 to further discuss the proposal. The main purpose of the meeting was to discuss the proposal with the participants from East Africa with a view to improve it by incorporating views of the East African region. In order to achieve this, the proposal was presented in its current status, salient issues raised, discussed and a way forward formulated.

In E.Africa, the initiative was being spearheaded and coordinated by IUCEA, an institution of the East African Community (Kenya, Uganda and Tanzania). For purposes of information, the chairman explained that the IUCEA was a regional intergovernmental organization whose mission was to encourage and develop mutually beneficial collaborations between universities in East Africa and between them and governments and other organizations, both public and private.

He reiterated that one aspect of cooperation that the three East African countries endeavoured to achieve was to create an environment in which the institutions of higher learning in the region would continue to operate and share resources including workforce capacity. Programmes such as the intended one in Higher Education would therefore enhance such collaborations. Participants were also informed that the membership of the IUCEA had risen to over 44 universities in the recent past, thus this programme would impact on many institutions. In addition, there was also a steady growth in student numbers whereby some public universities had admitted a much greater number of students than their capacity.

Under such circumstances, he noted that those charged with leadership responsibilities in these universities were faced with enormous challenges. The envisaged programme of teaching and training in higher education would then contribute towards the creation of a corpus of individuals who would have adequate

professional preparation to tackle those challenges. He therefore hoped that the meeting would come up with workable recommendations on how to anchor this programme in the curriculum of universities in East Africa.

### **Objectives of the Meeting**

The main objective of the meeting was to expose the participants to the proposal, discuss it and receive more input from the participants to be used to improve on the draft proposal. The meeting was also to enable the representatives from the East African region to discuss and provide a viable way for implementing the programme, taking cognisance of existing capacity in the respective institutions. In doing this, participants were exposed to other such programmes i.e. the European Masters Programme in Higher Education co-ordinated by HEDDA, the Higher Education Studies Programme at the University of Western Cape and the Center for Higher Education Studies, Boston, USA. Through these, the participants were to be introduced to the different ways of implementation and the different programme modules which could be points of reference for the East African region. The participants were to give institutional responses with regard to the status of higher education studies in their institutions/countries.

### **The Proposal**

Dr. Cloete from CHET presented the Proposal to the participants and outlined the key areas in which significant input was required. He indicated that the proposal was originally in two parts i.e. Leadership & Management of Higher Education and Higher Education Research. A series of meetings had been held with scholars in Higher Education and several stakeholder groups to polish the document according to the comments from the donor partners. He explained that so far, further communication was going on with the partners and they were looking forward to the final version of the proposal.

As Higher Education comes back to centre stage, he emphasised the crucial role of universities, higher education studies and research in African Universities. He noted that with the present low levels of capacity in the field, especially in Africa, no university could entirely run a programme in Higher Education. The trend already

developed in Europe as demonstrated by HEDDA is networking with other partners offering the same types of programmes.

Thus, the project proposes that Africa should have at least a node in its Eastern, Southern, Western and Northern regions for the study and research in Higher Education. He highlighted the importance of networking between universities in Africa and East Africa in particular and pointed out that that continued collaboration would lead to development of capacity and reduction of reliance on external expertise.

On completion by the end of October 2005, the revised proposal would be sent to the partners stating the viability of starting two of the three nodes. The Southern region had already established a node which needed strengthening. A mapping exercise needed to be carried out to establish the capacity of E.Africa to establish and sustain such a programme. He noted that a study had already been carried on publications by Kenyans on Higher Education but it was underdeveloped and needed to be updated. The Proposal was to emphasise higher education as an important study that would be handled alongside with research.

### **The Western Cape-Joe Muller**

It was observed that the University of Western Cape was one of the leading centres in Higher Education research in Africa and had done a lot of work in higher education, research and teaching. The PALM programme in Western Cape was aimed at equipping participants with critical analytical skills to investigate and understand change processes occurring at all relevant levels of higher education. It was further noted that most experts currently involved in higher education did not have the background training in higher education. Thus the need for capacity building in the area that could otherwise highly depend on hiring external expertise at an expense.

He expressed the need to determine the capacity of the region to offer a research degree in Higher Education. This was to also include establishing who was publishing, supervising students, and teaching in the programmes. Apart from teaching programmes, there was need to develop capacity for top-notch research in the field. It was expressed that once the East African centre was established; it could

work closely with the centre in Western Cape and CHET for sharing of knowledge and capacity. This was also envisaged in the proposal.

### **The HEDDA Programme - Peter Maassen,**

The Hedda programme was a European Programme on Changing Functions, Policies, and Operations of Higher Education in a comparative perspective. Hedda was presented as a consortium of European higher education and expertise centres with three host institutions. With the understanding that knowledge is not confined in any one university, the programme offers students the opportunity to move to any of the collaborating centres in the network. The teachers from these centres also teach in the institutions covered by the network. The course is designed for those currently professionally involved or aspiring to become professionals in Higher Education. The center also offered a Joint European Masters in Higher Education based at the University of Oslo but with teachers coming from six different European Universities.

On the significance of research, it was noted that in the USA, such programmes in Higher Education were developed with emphasis mainly on teaching and not research. However, Europe concentrated both on research and teaching. Higher Education Centres in Europe were started with support and funding from ministries with the conviction that Higher Education was one of the core institutions for governments in societal transformation and to which research was essential..

He called for a succinct definition of Higher Education as a discipline to ease understanding and clarity. On Higher Education research, he pointed out three important research tracks i.e.

- Micro Studies-Teaching and Learning
- Meso/Macro studies-systems/global level
- Social studies-knowledge production

He urged the participants to take note of the importance of networks, available capacity, required expertise, what knowledge, for whose need, what works in Higher Education and what does not work.

## **Participant Responses**

### ***Capacity***

It was noted that there could be some relevant capacity/expertise in the region in Higher Education. This needed to be determined and harnessed. However, it was agreeable that the capacity might not be adequate to address the needs of the region with regard to programme implementation.

### ***Awareness***

Participants noted with concern that there was lack of adequate awareness in the East African Universities on Higher Education as a discipline. It was observed that there was need for awareness creation through conferences, workshops and journals on higher education. Establishing a training centre in Higher Education within the region would make institutions realize the significance of such programmes.

### ***The Network Approach***

Basing on the experiences from the different presentations and the need for adequate capacity, the participants were agreeable that in establishing the centre in East Africa, the network approach should be adopted to synergise the limited expertise and resources available. The centre established would thus serve all the countries of the region.

### ***Funding and sustainability***

Funding was seen as a crucial issue in the establishment of such a programme. The initial stages could be funded by external partners if the proposal went through. However, participants felt that this initiative should in the end be funded and sustained by the East African institutions. With fees paying students and students sponsored by their organisations/ institutions, the programme could be self-sustaining in future.

### ***Student/Staff mobility***

It was recognised that the an initiative such as the HEDDA programme which provided for students mobility could be very instrumental .For the initial stages, the East African region would establish and strengthen one regional centre where students from the region would be trained. After mapping of existing capacity in the region,

academic staff with relevant qualifications would be facilitated to participate in the teaching in the established regional node.

### ***Credit Transfers***

Members expressed concern that implementing credit transfers had become difficult among the East African Universities. A mechanism to address this needed to be developed. However, it was agreed that within this programme, there would not be need for credit transfers at the onset, as all students would go to one regional node.

### **Institutional Experiences**

#### ***Kenyatta University***

An example was given by the representative from Kenyatta University who said that there had been an attempt to start a Masters' programme in Primary Teacher Education (PTE) and teachers of diploma colleges (TDC). In the end, while PTE continues under the School-based mode, the TDC has long eclipsed. As of now, plans are afoot to establish a Department of Higher Education and Training, but due to various reasons discussions are ongoing.

#### ***University of Dar Es Salaam***

Prof. Mosha presented on the Faculty of Education at the University of Dar es Salaam. He explained that the Faculty had several disciplines in Education but none had been established to address studies and research in Higher Education. He noted that most East Africa universities were faced with several challenges such as pressure of expanded intake, inadequate facilities, and inadequate teaching staff with the required professional skills in most fields. Thus building capacity in higher education was timely and useful.

#### ***Makerere University***

The report from Prof. Musaazi indicated that Makerere University had already established a Department of Higher Education offering Masters and PhD programmes in different specialities in Higher Education. The Department which was established in 1990, offers five Masters programmes, a PhD programme and short courses in Higher Education. He indicated that over the years, they had trained several students from E. Africa and some University staff who needed professional training in Higher

Education. The participants commended the step that Makerere University had taken but needed more information on the programmes offered, the capacity of the department and its outputs in terms of publications and graduated students.

### ***Moi University***

It was observed that at Moi University there were five departments in the Faculty of Education including.

- Planning Administration and Curriculum Development
- Educational Foundations
- Educational Psychology
- Educational Communication and Technology
- Teacher Education.

The programmes were geared towards training teachers for Secondary Schools. No department was specifically dealing with higher education studies although the faculty of education came into existence in 1987. The need to network could not have been emphasised more.

### ***Egerton University***

The situation at Egerton University was almost the same as in Moi University. The Faculty of Education was mainly set up to train Secondary School teachers. At the moment, there were no programmes in Higher Education. Being a significant discipline, it was important for the University to consider establishing programmes in Higher Education.

### **General Observations**

From the presentations, it was visible that in the East African region, only Makerere University had established a Department of Higher Education. It was however noted that in the other institutions, there were people doing different things related to Higher Education even though they did not have institutionalised departments of higher education. There was expressed need to strengthen the Makerere initiative and also determine existing expertise in East Africa with a view to harnessing them for effective utilisation.

There was growing concern that research as one of the most important components of higher education needed more emphasis and attention. Participants concurred that there was therefore an urgent need to concretise research, management and leadership in education so as to be able to produce high calibre professionals for the higher education sector. A comparison between Europe and Africa revealed that the former had already established adequate capacity and expertise while the latter lacked both especially the expertise – thus the need for training for expertise and capacity development.

It was also noted that the nature of higher education had changed over time and was now more linked to economic development and knowledge society. Europe, for example, has the objective of being the leading knowledge economy in the world. Thus, Africa has a daunting task to cope with the current developments in the knowledge society. This can only be achieved by developing and strengthening the role of our higher education institutions.

### **Identified Challenges and Lessons**

- High dependency on outside teaching staff
- Insufficient supervision and coordination of the academic programmes
- Difficulty in consolidating courses.
- Need for extra funds for student mobility and research
- Need for joint accreditation in courses and qualifications
- Lack of knowledge, competence and capacity.
- Lack of publication of Journals and other publications.
- Lack of centres for higher education

### **Areas to be addressed**

- There was need to address higher education issues collectively so that a common stand can be achieved.
- Develop statistics of how many people had studied and specialised in higher education in the region.

- How had they contributed to information formation and dissemination?
- What was the contribution of NGO's in as far as higher education was concerned.
- How did some institutions such as Makerere University deal with foreign staff in trying to create a department of Higher education and how did they move from individualism to education diversity with emphasis on the strengths and weaknesses encountered.
- Conducive environment strengthened by policies that encourage team work and exchange of expertise.
- Lack of facilities such as computers, space, other structures and in some cases staff

### **Focal Points**

- How was division of labour handled in third world
- Research and Policy in leadership and management (need for agencies and groups)
- Teaching and learning for Masters and PhD programmes, short courses e.t.c
- Awareness and sharing programmes
- Facilities, Research capacity, skills and Qualifications
- Networking and integration of experiences in individual countries to East Africa and International
- Credit transfers within East Africa and African universities

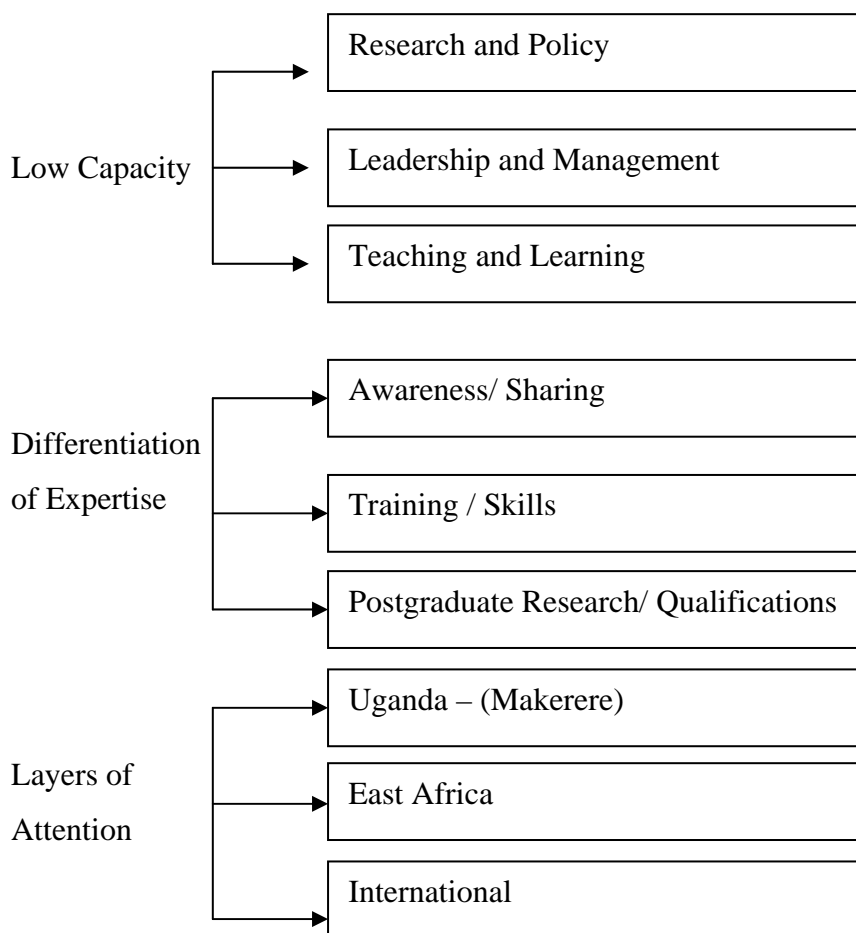
### **Summary/ Way Forward**

Following the discussions, participants agreed that a Masters' Programme in higher education was desirable and the primary concern was on academic programmes at Masters level. In doing this, the following stages of action were to be adapted:

- Setting up a Working Group co-ordinated by IUCEA to fine tune pending issues.
- Support the Makerere initiative in the first phase as it already had a department in place and some existing capacity.

- Giving preferences clearly in the proposal e.g beginning with Masters' Programmes (in Makerere) where identified students could commence their studies while other universities work on establishing their programmes.
- Development of curriculum sanctioned by Senates.
- Explore ways of strengthening the programme in Makerere
- Develop a working mechanism between S.Africa and E.Africa.
- Participants at the meeting to spearhead/ support the programme in their respective universities.

The stages of actions were to be guided by the main areas of concern that were summarised as follows by Dr.Cloete.



As a way forward the IUCEA was requested to convene a committee of six people (two from each member state) to form a Working Group that would finalise all

pending issues and forward their views to CHET by end of October 2005. Some of the main issues to be addressed were:

- Modalities for implementing Higher Education studies in East Africa
- Identification of the East African node.
- Students mobility and Credit Transfers,
- The curriculum,
- Determining existing capacity and expertise in the universities
- Modes of Coordination.

The meeting of the East African participants agreed on the following as the members of the Working Group:

**Kenya:**

- Prof. James Otiende
- Prof. Hellen Sambili

**Tanzania**

- Prof. Herme J Masha
- A representative from the Open University of Tanzania

**Uganda**

- Prof. Joseph C. S. Musaazi
- Dr. James L. Nkata

**IUCEA**

- Prof. Moses L. Golola
- Prof. Chacha Nyaigotti-Chacha

**Coopted**

- Mr. Jowi James Otieno

The meeting of the Working Committee was scheduled for Thursday 22 September 2005 in Kampala. Following this, Professor Chacha, concluded the meeting by thanking all the participants for attending and contributing to the discussions. He called upon them to be the initiators and supporters of the programme at their member universities. He specially thanked Dr Cloete for his support and interest in developing higher education in the East African region and Africa as a whole.

Dr Nico Cloete, on behalf of his colleagues also thanked the members for responding positively to the invitation and asked all to endeavour to see the success of the initiative.



## African Higher Education Expertise Network Meeting (Nairobi)

Hilton Hotel, Nairobi  
15-16 August 2005

# PROGRAMME

### Participants:

1. Dr Nico Cloete, CHET (arrive Nairobi Sunday evening)
2. Prof Chacha Nyaigotti-Chacha , Inter-University Council for East Africa (arrive Monday morning)
3. Prof Joe Muller, UCT (arrive Monday afternoon)
4. Prof Peter Maassen, HEDDA (arrive Monday evening)
5. Dr Damtew Teffera, Journal on Higher Education in Africa, Boston (arrive Monday evening)
6. Prof James Otiende (Kenyatta)
7. Professor from each of Makerere and Dar es Salaam (arrive Monday)
8. James Jowi Otieno and Prof Njuguna Nge'the (Nairobi)

### Monday, 15 August 2005

20h00 Supper at Hilton Hotel for those present

### Tuesday, 16 August 2005

09h00 Welcome – Minister Kilemi (to be confirmed)

09h30 Background and Issues about a Masters

- Nico – proposal and deliverables
- Chacha – proposal and East Africa
- Joe – Western Cape
- Peter - European Masters

11h00 Tea

11h30 Institution Reports

- Makerere
- Dar es Salaam





# PROGRAMME



## Tuesday, 16 August 2005 Continued . . . .

13h00 Lunch

- 14h00 Discussions
- Possible aims
  - Possible target audience
  - Available expertise (mapping)
  - Course structure – research/policy – management skills
  - Regional knowledge base
  - Course organization – participating institutions
  - Funding – fees?
  - Programme governance
  - Network and Course material management

16h00 Summing up – Nico and Chacha

16h30 Closure

## Wednesday till Thursday Lunch — Hilton Hotel

08h30 Meeting of Review of International and Regional Development Agencies - Working Group (Peter, Joe, Damtew, Pundy, Nico)

### Contact Numbers in Nairobi

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**Hotel Costs will be covered and CHET will give a per diem of \$100 a day for incidental expenses**