



Research Seminar Report

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The Contribution of HE to National Education Systems: Challenges for Africa



- Purpose of Forum on HE, Research and Knowledge.
- Purpose of Research Seminar.
- Significance of Theme.
- Aim of Report.
- Process of report preparation.



Frame of Reference

- New policy approach to HE.
- Increased expectations of HE.
- Contribution of African HE to social and economic development-MDG and EFA targets.
- Contribution to other education sectors.



Frame of Reference

- HE contribution through 3 core functions.
- Interface with other education sectors in 5 areas.
- Cross-cutting themes.
- 19 papers from 12 countries in different regions indicate existing and potential linkages.



Assumptions

- Impact of linkage on other sectors and on HE-multidirectional benefits.
- Need for enabling environment for linkages-multilevel policy, mind-set and imagination, financing, capacity and expertise, rewards/incentives/sanctions.
- Structures for facilitating, monitoring, tracking and sustaining linkages.



General Session

- Insufficient or nonexistent HE involvement in EFA- multiple solitudes.
- Lack of coordination between government and HEIs in realizing MDGs and EFA and measuring impact.
- Teaching as low status employment, conditions of service, leading to acute shortage.



General Session

- Issues of expertise, support, opportunity and funding within HEIs.
- Institutional and policy changes needed to facilitate HEI involvement in knowledge/research gaps in EFA.



General Session

Priority areas for HE & R engagement:

- Teacher training, development of teaching resources and quality improvement measures.
- structures and systems to allow gvts plan for, recruit, train and retain teachers.
- network with orgs to identify and focus on knowledge/research gaps.



Non-Formal Education

- Low recognition and lip service paid to community service.
- Low investments by HEIs in CS, absence of managerial frameworks for strategic management of community engagement.
- High teaching loads.
- Greater commercialization leading to changes in student attitudes towards CS



Non Formal Education

Potentials for HEI Intervention:

- Provide opportunities for staff to develop leadership in community engagement, establish seeding grants for initiatives.
- Provide professional learning activities for staff to re-conceptualise community service.
- Form community engagement committees that enable interactions, presentation of communities' issues and perspectives.



Non Formal Education

- Potential for HE intervention:
 - Curricula and learning approaches infused with development challenges.
 - Build credit hours into CS- cf. assessment criteria.
 - Academic mentoring programmes.
 - Greater financial support to HEIs for implementation of EFA and MDGs targets.



Teacher Training

- Common problems and challenges- supply issues- numbers, inadequate qualifications and training, morale, attrition (migration, HIV/AIDS)- Malawi, Nigeria, Ghana.
- Student choices of programmes
- Science/humanities ratios.



Teacher Training

Potential for HEIs:

- Develop targeted interventions to improve teacher competence.
- Teaching and learning using locally available resources.
- Expand SMT teaching at secondary level as key leverage point for poverty reduction strategies.



Teacher Training

- Forging partnerships with gvt, industry, communities.
- Redressing gender gaps and creating opportunities for women, out of school youth.
- Alternative models for training teachers, delivery methods- beyond the walls of HEIs.
- Student internship programmes- reflection and practice.
- Greater and better use of ICTs.



TVE

- TVE-common challenges in different countries.
- Low interest, low participation rate and poor image in relation with HE.
- Poor implementation of policies and monitoring.



TVE

- Poor articulation with other education sectors, lack of connection to industry, insufficient govt. investment, poor quality/relevance of programmes, qualifications and expertise of staff.
- Negative impact on workforce training.



TVE

- Demarcation between TVE and HE not always clear-need to track impact of upward qualifications creep.
- Potential for HE contribution/linkages to TVE in 3 core function areas.



TVE

- Training of TVE teachers-curriculum reform, pre and in-service training, new qualifications, quality assurance and accreditation.
- Effective TVE requires Sc and Tech in primary education curriculum. HE needs to revise primary school teacher training curriculum to facilitate S&T teaching.



TVE

- Research collaboration (tracking TVE graduates, employer satisfaction, changing image of TVE)
- Improving SMME capacity



Research

- Challenges of national educ systems should be part of research objectives and programmes of HE
- Provision of enabling environment by authorities (in govt and in HE) –support and incentives



Research

- Different models for forging HE research and social dev interface
- Possibilities for significant impact through translation of research into policy e.g educ reform, girl child access, adult literacy, etc.



Research

- Need for structured fora to enable engagement of researchers, policymakers and other stakeholders
- Making research findings accessible for dissemination at other educ levels



Challenges re Research

- Enabling policy and planning environment
- Funding and incentives, donor influence
- Research capacity, research networks
- Time for research in relt to teaching/admin responsibilities



Challenges re Research

- Narrow and broad relevance
- Contextualising good practice in development research
- Translating research findings into policy friendly principles and strategies
- Tracking policy impact-remaining involved as researcher



ODL and CE

- ODL as cost effective model for expanding access to HE in many countries with both public as well as private benefits
- Can enhance EFA goals through training/upgrading many more teachers esp in rural areas than through traditional full time contact



ODL and CE

- Challenges for ODL
- Integration of ODL in national education systems, learning materials, learner support, quality control and quality assurance, technology application, costs of ODL, policy framework, credit transfer, etc.



ODL and CE

- Opportunities for HE contribution
- Identifying non traditional constituencies e.g. social workers, rural teachers, etc. HE as link bet macro dev goals and grassroots needs
- Development of learning materials
- Development of new qualifications/upgrading programmes



End Note

- Brutal development challenges in Africa
- HE has responsibility and opportunity to contribute to MDGs-strategic leadership, coordination of national initiatives, trained professionals, data and analyses for policy, planning and monitoring, new relationships with society
- Benefits for revitalisation of HE



End Note

- Preconditions for effective contribution
- What can one reasonably expect from HE
- Making HE responsive and not instrumentalising it
- Research, policy and advocacy agenda re linkages