Advancing Research in Commonwealth Africa: some reflections

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CONTEXT
Post-2015 targets: SDG’s

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth
Equitable, Quality Education & Lifelong Learning for All by 2030
UNESCO: post-2015 education agenda

- Basic Education (incl ECCE & lower secondary)
- Post-basic (incl upper sec & tertiary)
- Quality and relevant teaching learning
- Youth & adult literacy
- Skills for life and work
Post 2015 development framework for Education: Commonwealth

- **Access:** every child completes 9 years of basic education & has access to secondary education
- **Quality:** post-basic education for livelihoods and employment
- **Equity:** class, gender, special needs, location, age
What is the Role of a University?

- Preparing scholars
- Extending knowledge boundaries
- Supporting communities
"Higher education must help develop the skills to accelerate our development, to industrialize, to build and maintain our infrastructure, to manage our diversity and natural resources, to build shared prosperity, to strengthen and deepen our democracies and to building peaceful societies."

Dr. Nkosazana Dlamini-Zuma, 2014
# Emigration Rate of Tertiary Educated to OECD Countries

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>% of Tertiary Educated Population Age 25+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seychelles</td>
<td>77.3</td>
</tr>
<tr>
<td>Mauritius</td>
<td>56.0</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>49.2</td>
</tr>
<tr>
<td>Ghana</td>
<td>44.7</td>
</tr>
<tr>
<td>Kenya</td>
<td>38.5</td>
</tr>
<tr>
<td>Uganda</td>
<td>36.0</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>12.6</td>
</tr>
</tbody>
</table>

Remittances from the Diaspora Sub-Saharan Africa

- 2014: $33 billion
- Top CW remittance recipients in 2014:
  - Nigeria ($22.3bn)
  - Kenya ($1.5 bn)
  - South Africa ($1.0 bn)
  - Uganda ($1.0 bn)
  - Lesotho ($0.5 bn)

Policy Recommendation: Research for Development

- How can research add value to development process in terms of strengthening livelihoods, and sustainable development?
- How can research support the marginalized communities and make a difference?
- How can research contribute to achieving better learning outcomes?
STATUS OF RESEARCH
African Union & Higher Education

- Africa needs more PhDs for research, knowledge generation and critical skills for economic development

Challenges
- Doctoral studies not regarded as a national priority
- Lack of Funding
- Inexperienced PhD supervisors
- Inadequate research culture
- Sub-Saharan Africa contributes only 0.7% to world scientific output and 3 countries - South Africa, Egypt and Nigeria - produce three-quarters of Africa’s output

MacGregor K., 2013
# PhD enrolment across Commonwealth Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>PhD enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>2011</td>
<td>721</td>
</tr>
<tr>
<td>Kenya</td>
<td>2005</td>
<td>7571</td>
</tr>
<tr>
<td>Mauritius</td>
<td>2011</td>
<td>92</td>
</tr>
<tr>
<td>Namibia</td>
<td>2005</td>
<td>45</td>
</tr>
<tr>
<td>Nigeria</td>
<td>2005</td>
<td>8385</td>
</tr>
<tr>
<td>Tanzania</td>
<td>2005</td>
<td>3318</td>
</tr>
<tr>
<td>Uganda</td>
<td>1999</td>
<td>1620</td>
</tr>
<tr>
<td>Zambia</td>
<td>1999</td>
<td>176</td>
</tr>
</tbody>
</table>

South African Universities & SADC Protocol on Education

- SADC Member States also agreed to urge universities to cooperate in the area of research and to forge links with the industry/private sector and other relevant sectors, including the SADC sectors.

- Students from SADC countries enroll and study at South African universities and are given the same treatment as South African students.

- PhD students from SADC Member States benefit from bursaries/scholarship just like South African students.

Source: http://www.issafrica.org/uploads/EDUCATION.PDF
Policy Recommendation

1. Similar Model to be adopted by
   - ECOWAS (Economic Community of West African States)
   - EAC (East African Community)

2. More funding and Scholarships
COL CONTRIBUTIONS
Inadequate capacity
CORE MODULES

- An Introduction to research & evaluation
- Planning research and evaluation
- Getting and analysing data: quantitative methods
- Getting and analysing data: qualitative methods
- Mixed research methods
- Reporting on research and evaluation
CEMBA/MPA PROGRAMME
11 Partner Institutions

C7 Quantitative Techniques

R1 Research Methods
PREST: What needs to change

- The new programme will focus on research in education
- It will also reflect current practices in research including the use of ICT and OER
- Target audiences: practitioners, educators and those wishing to pursue a doctoral degree
- It will be made available as OER
Practitioner Research, Evaluation and Skills Training (PREST)

- Accredited by the Botswana Training Authority -2009
- The year-long programme focuses on the training of researchers in the Southern African Development Community (SADC)
- First cohort graduated in 2010 (Botswana, Swaziland, Lesotho, Tanzania, Zambia, Malawi, Mozambique, Namibia)
UNESCO-COL Chairs in ODL and OER

THE UNIVERSITY OF THE WEST INDIES

Athabasca University

THE OPEN UNIVERSITY OF TANZANIA

Quality Education for All

NATIONAL OPEN UNIVERSITY OF NIGERIA

OTAGO POLYTECHNIC

Te Kura Matatini ki Otago

MZUZU UNIVERSITY

SELF RELIANCE SERVICE PERFECTION
Pan-Commonwealth Forum (PCF)

Excellence in Distance Education Awards (EDEA)

Award of excellence for institutional achievement

Award of excellence for distance education materials

Award of excellence for an eLearning experience in difficult circumstances
Policy Recommendation

- International and Regional Collaboration
- Strengthen Research Capacity
PROMOTING RESEARCH
Research Through Mentoring

Panda, Santosh (2005), Research as Professional Development in Distance Education, *Indian Journal of Open Learning*, 14(3)
What drives research and innovation in industry?

What drives innovation

- Corporate culture: 34 (managers), 18 (C-level)
- Innovation processes: 14 (managers), 18 (C-level)
- Adequate resources: 19 (managers), 23 (C-level)
- Visible sponsorship: 21 (managers), 26 (C-level)
- The right people: 46 (managers)

http://www.arcusgroup.ca/CEO_view_strategic_planning.html
### Institutional Characteristics for Promoting Research

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Recruitment and selection</td>
<td>Great effort is expended to recruit and hire members who have the training, goals, commitment, and socialization that match the institution.</td>
</tr>
<tr>
<td>Clear coordinating goals</td>
<td>Visible, shared goals coordinate members’ work.</td>
</tr>
<tr>
<td>Research emphasis</td>
<td>Research has greater or equal priority than other goals.</td>
</tr>
<tr>
<td>Culture</td>
<td>Members are bonded by shared, research-related values and practices, have a safe home for testing new ideas.</td>
</tr>
<tr>
<td>Positive group climate</td>
<td>The climate is characterized by high morale, a spirit of innovation, dedication to work, receptivity to new ideas, frequent interaction, high degree of cooperation, low member turnover, good leader/member relationships, and open discussion of disagreements.</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Beginning and midlevel members are assisted by and collaborate with established scholars.</td>
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<tr>
<td>Communication with professional network</td>
<td>Members have a vibrant network of colleagues with whom they have frequent and substantive (not merely social) research communication, both impromptu and forma, in and outside of the institution.</td>
</tr>
<tr>
<td>Resources</td>
<td>Members have access to sufficient resources such as funding, facilities, and especially humans (e.g., local peers for support, research assistants, technical consultants).</td>
</tr>
<tr>
<td>Sufficient work time</td>
<td>Members have significant periods of uninterrupted time to devote to scholarly activities.</td>
</tr>
<tr>
<td>Size/experience/expertise</td>
<td>Members offer different perspectives by virtue of differences in their degree levels, approaches to problems, and varying discipline backgrounds, the group is stable, and its size is at or above a “critical mass.”</td>
</tr>
<tr>
<td>Communication</td>
<td>Clear and multiple forms of communication such that all members feel informed.</td>
</tr>
<tr>
<td>Rewards</td>
<td>Research is rewarded equitably and in accordance with defined benchmarks of achievement; potential rewards include money, promotion, recognition, and new responsibilities.</td>
</tr>
<tr>
<td>Brokered Opportunities</td>
<td>Professional development opportunities are routinely and proactively offered to members to assure their continued growth and vitality.</td>
</tr>
<tr>
<td>Decentralized organization</td>
<td>Governance structures are flat and decentralized where participation of members is expected.</td>
</tr>
<tr>
<td>Assertive participative governance</td>
<td>Clear and common goals, assertive and participative leadership where active participation of members is expected, and effective feedback systems are utilized.</td>
</tr>
</tbody>
</table>

Source: Bland, et al. [1]
The German model

- Importance of collegiality
- Sufficient time for research
- Identify and build on existing strengths

‘Building a culture of research: recommended practices’, Hanover Research, 2014
Universities must:

- Foster an environment of creativity and innovation
- Value and reward research
- Use research to inform both policy and practice
Open Access: free to copy/use/distribute research

- According to a 2013 European Commission report, among new papers being published, half are now free.

- Findings of a 2014 study, “The Number of Scholarly Documents on the Public Web”:
  - As of 2013, there were at least 114 million English-language research studies available on the Web.
  - 27 million were open access —ie. one-quarter of online research in English is now free to the public.

Source: http://journalistsresource.org/skills/research/free-open-academic-research-online
Source: http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0093949
Open Access: policies

- March 2014, HEFCE UK published a new policy for open access
- December 2013, European Commission: Guidelines on Open Access to Scientific Publications and Research Data in Horizon 2020
- February 2013, White House announces new US Open access policy
- July 2012, DFID Research: Policy opens up a World of Global Research

Source: http://www.whitehouse.gov/blog/2013/02/22/expanding-public-access-results-federally-funded-research
Source: https://www.gov.uk/government/case-studies/dfid-research-dfids-policy-opens-up-a-world-of-global-research
African Journals Online

Open Access publications from Africa

www.ajol.info/
Policy Recommendation

- Universities can adopt open access publishing policies
- CEMCA developed a 5 module course on Open Access with UNESCO

www.col.org