

*A Colloquy
On
The Commission for Africa Report*

**A project of the
The Faculty Policy Working Group
American –African Universities Collaborative
The African Presidential Archives and Research Center
Boston University
October 27, 2005**

Contents

Background

Introduction

Commission for Africa and A Multilateral Framework for Development

Commission for Africa and the United States Framework for African Development

Commission for Africa Report and the Future of Tertiary Education in Africa

Conclusion

Appendix

- **The University of Ghana: A Case Study in Tertiary Educational Development**

Background

The plight of humankind in the twenty-first century is reflected in its most challenging conditions. There are few conditions more challenging on the world scene today than the poverty and underdevelopment that exists in Africa. African leaders have recognized that poverty and the lack of development continue to cripple the continent and have made recommendations to address these conditions in the *New Partnership for Africa's Development (NEPAD)* Report. Similarly, outside the continent there has been a recognition of the same. The recently concluded report of the Commission on Africa - "*Our Common Interest: The Commission for Africa*" – is a statement of principle and strategy to tackle Africa's poverty.

“African poverty and stagnation is the greatest tragedy of our time. Poverty on such a scale demands a forceful response. And Africa – at country, regional, and continental levels – is creating much stronger foundations for tackling its problems. Recent years have seen improvements in economic growth and in governance. But Africa needs more of both if it is to make serious inroads into poverty. To do that requires a partnership between Africa and the developed world which takes full account of Africa's diversity and particular circumstances.”

This is the starting point for *Our Common Interest, the Commission for Africa*.

From April 6 – 9, 2005 the *Policy Working Group of the American-African Universities Collaborative*¹ met at the historic Wits Club on the campus of the University of the Witwatersrand in Johannesburg, South Africa. Twenty faculty members and scholars, representing the respective university partners in the Collaborative, met to analyze the Commission for Africa Report commissioned by United Kingdom Prime Minister Tony Blair. The foci of the analysis was three-fold; (i) to analyze the Commission’s recommendations relative to multilateral and bilateral relationships with Africa (ii) to analyze the implications of the Commission’s Report relative to U.S. policy and action relative to Africa, and (iii) to analyze the Commission’s recommendations for upgrading tertiary education on the continent.

The *Policy Working Group* members that participated in the inaugural meeting in Johannesburg were:

1. Ambassador Charles Stith, Boston University
2. Professor Edouard Bustin, Boston University
3. Dr. Elliot P. Niboye, University of Dar es Salaam
4. Dr. Robert Mhamba, University of Dar es Salaam
5. Dr. Rose Mwaipopo, University of Dar es Salaam
6. Dr. Johnny L. Houston, Elizabeth City State University
7. Dr. Bonita Ewers, Elizabeth City State University
8. Dr. Ali Khan, Elizabeth City State University

¹ The American African Universities Collaborative is a project of the African Presidential Archives and Research Center at Boston University. The partners in the Collaborative are Boston University, Morehouse College, Elizabeth City State University, the University of the Witwatersrand, the University of Dar es Salaam, and the University of Ghana. The Collaborative is supported by grants from the Carnegie Foundation and **USAID**.

9. Dr. Ephraim Gwebu, Elizabeth City State University
10. Dr. Margery Coulson-Clark, Elizabeth City State University
11. Professor Kwado Asenso-Okyere, University of Ghana
12. Professor Kwame Boafo-Arthur, University of Ghana
13. Mr. Stevens Ahiawodor, University of Ghana
14. Mr. Theodore Antwi-Asare, University of Ghana
15. Dr. Walter Earl Fluker, Morehouse College
16. Dr. Preston King, Morehouse College
17. Professor David Monyae, University of the Witwatersrand
18. Professor Rok Ajulu, University of the Witwatersrand
19. Dr. Abdul Lamin, University of the Witwatersrand
20. Professor John Stremlau, University of the Witwatersrand

A rich dialogue over several days at the University of the Witwatersrand defined the parameters of this policy paper. The synthesis of the ideas that follow reflects an ongoing collaborative effort on the part of those that started this process at Wits.

Introduction

Historically, Africa has been central to the global economy – from providing the slave labor that developed the *New World* and enriched the *Old World*, to providing Col-Tan, the essential mineral in making the computer chips necessary to drive the 21st century high tech global economy.

As if these “contributions” to global prosperity were not enough, Africa’s development has been sacrificed because of additional factors. Those include: (i) colonialism, which left African countries with stunted capacity to grow, develop, and successfully manage independence, (ii) the militarization of Africa during the Cold War, which was done to ensure foreign political hegemony on the continent and access to Africa’s vast resources, and (iii) apartheid, which not only oppressed native South African blacks, also debilitated neighbouring African states as they were required to spend millions defending themselves from the apartheid regime in South Africa instead of investing in their own development.

Africa’s importance to western development and global commerce is unquestionable, the issue that remains is will Africa ever benefit from its “contributions” to the global economy as much as the world has benefited from that contributions.

The Commission for African and A Multilateral Framework for Development

The most recent list of plans to save Africa have left something to be desired. And, that list has been lengthy – the Lagos Plan (1979), the World Bank’s Berg Report (1981), the Economic Commission for Africa’s Priority Program for Economic Recovery (1986), followed by the African Alternative Framework to Structural Adjustment Program for Socioeconomic Recovery and Transformation (1989); the Arusha African Charter for Popular Participation and Development (1989) the World Bank’s Sub-Saharan Africa Report: From Crisis to Sustainable Growth – A Long-term Perspective Study; and the UN New Agenda for Development in Africa in the 1990’s. In this millennium, there has been Clinton’s Africa Growth and Opportunity Act, and Bush’s Millennium Challenge Account. The reality is: *if the volume of words in the plans devoted to Africa’s development were dollars, the continent would be rolling in more than enough money to secure its future*

The \$64 thousand question (or, sixty-four billion dollar question to get closer to the point) is simply this: As the plan *du jour*, is Blair’s Commission for Africa initiative destined to become one in a long list of well-worded, and poorly worked plans, or something more?

The Commission Report offers a comprehensive and collaborative model for addressing Africa's ills. As stated in the Report - "*Our Common Interest: The Commission for Africa*" – the objectives are as follows:

- To generate new ideas and action for a strong and prosperous Africa, using the 2005 British Presidencies of the G8 and the European Union as a platform;
- To support the best of existing work on Africa, in particular the New Partnership for Africa's Development (NEPAD) and the African Union, and help ensure this work achieves its goals;
- To help deliver implementation of existing international commitments toward Africa;
- To offer a fresh and positive perspective for Africa and its diverse culture in the 21st century, which challenges unfair perceptions and helps deliver changes; and
- To understand and help fulfill African aspirations for the future by listening to Africans.

Thematically, the Commission for Africa Report strikes all of the right notes – Governance and Capacity Building, Peace and Security, Investing in People, Growth and Poverty Reduction, More Trade and Fair Trade, and Resources. All of these issues need to be addressed if Africa is to experience rates of growth necessary for its people to prosper and for its countries to develop.

As Western nations approached the Annual G8 Summit each made commitments to increase their respective aid packages to Africa. The following chart details those commitments.

UK Aid budget: .	
DFID's budget	£3.9 billion (0.40% GNI) in 2004/05, rising to £5.3 billion (0.47%) in 2007/ 08 (an average real terms increase of 9.2%).
The UK government's	aim is to reach 0.7% GNI spent on aid by 2013
The EU	has recently committed to spending 0.56% GNI by 2010 and 0.7% by 2015; newer member states 0.33% by 2015 = an additional annual 20 billion Euro by 2010.
Germany	has undertaken to reach 0.51 per cent ODA/GNI in 2010 and 0.7 per cent ODA/GNI in 2015.
Italy	has undertaken to reach 0.51 per cent ODA/GNI in 2010 and 0.7% ODA/GNI in 2015
France	has announced a timetable to reach 0.5 per cent ODA/GNI in 2007, of which 2/3 for Africa, - representing at least a doubling of ODA since 2000 - and 0.7 per cent ODA/GNI in 2012. They donated \$3.6 billion in 2003.
The US	proposes to double aid to Sub-Saharan Africa between 2004 and 2010. It has launched the Millennium Challenge Account, with the aim of providing up to \$5 billion a year, the \$15 billion Emergency Plan for AIDS Relief, an initiative to address Humanitarian Emergencies in Africa of more than \$2 billion in 2005, and a new \$1.2 billion malaria initiative. The US will continue to work to prevent and mitigate conflict, including through the 5-year, \$660 million Global Peace Operations Initiative
Japan	intends to increase its ODA volume by \$10 billion in aggregate over the next five years. Japan has committed to double its

	ODA to Africa over the next three years and launched the \$5 billion 'Health and Development Initiative' over the next five years. For the "Enhanced Private Sector Assistance (EPSA) for Africa" facility, Japan will provide more than \$1 billion over 5 years in partnership with the AfDB.
Canada	will double its international assistance from 2001 to 2010, with assistance to Africa doubling from 2003/4 to 2008/9. As well, the 2005 Budget provided an additional C\$342 million to fight diseases that mainly afflict Africa. The C\$200 million Canada Investment Fund for Africa, will provide public-private risk capital for private investments and Canada will provide C\$190 million to support the AU's efforts in Darfur, as well as C\$90 million for humanitarian needs.
Russia	has cancelled and committed to cancel \$11.3 billion worth of debts owed by African countries, including \$2.2 billion of debt relief to the HIPC Initiative. On top of this, Russia is considering writing off the entire stock of HIPC countries' debts on non-ODA loans. This will add \$750m to those countries debt relief.

The Gleneagles commitments represent the proverbial good news bad news story. The chart shows that the G8 is taking significant steps to help Africa meet the challenges of the Millennium Development Goals through comprehensive action on:

- Peace and Security
- Good and Responsive Governance
- Investing in People
- Investing in Growth
- Financing for Development
- Monitoring and Implementation

These increases also reflect that the pre-Summit lobbying by Blair - in advance of the Gleneagles Summit - yielded some positive result. So, the good news is that Blair was willing to expend some his personal political capital to rally western leaders around his commission's agenda, which is complementary to the other initiatives to which most of the G8 had previously signed onto. In short, Gleneagles reflected that the momentum is still carrying in the right direction. The bad news, according to Blair's Commission and NEPAD, is that the present level of aid commitments fall woefully short.

The commitments of the G8 and other donors will lead to an increase in official development assistance to Africa of \$25 billion a year by 2010, more than doubling aid to Africa compared to 2004.² The increased expenditures would allocated in the following ways:

- To invest in capacity building in Africa so as to develop accountable and transparent governmental, financial, political, and economic systems that are measurably effective and progressive.
- To participate in building regional and global capacity to prevent and resolve conflict.
- To invest in the improvement of education, health, water and sanitation, and the reduction and control of HIV/AIDS in Africa.
- To participate in the investment and development of infrastructures for improving and sustaining business and economic growth in Africa.

² <http://www.g7.utoronto.ca/summit/2005gleneagles/africa.html>

- To invest and participate in improving Africa's capacity to trade and gain access to the markets of the developed world as well as to assist Africa in its adjustments to new trade regimes.
- To invest and participate in providing more aid (resources) to Africa, primarily as grants or cooperative agreements and to provide debt relief to most nations to improve the international financial facilities of Africa.
- To invest and participate in strengthening African bilateral and multi-lateral organizations, by helping to develop and sustain effective independent self (and peer) monitoring mechanisms as well as impressing on African leadership the need to accept fair international monitoring mechanisms.

As comprehensive as are new aid commitments to Africa by the West, even despite doubling those commitments, there is a serious disconnect between mission and money. According its own projections, The Commission for Africa estimates that aid for Africa needs to increase from its present level of approximately \$25 billion to about \$50 billion by 2010; and to \$75 billion by 2015.

A comparison with NEPAD's aid assessment reflects the same categorical priorities. Although the numbers are somewhat different from the Commission's, the net result is the same. That is, there is a serious shortfall between the amounts pledged and the amounts needed to address the development concerns on the continent. Western

commitments to African aid represent less than half of the amount projected by the African Union. The following chart details the African Union's projections³:

NEPAD:

Annual investment in core activities	TOTAL: US\$15 billion⁴
Sustainable land management and reliable water control systems	US\$3 billion per year ⁵
food supply and hunger	US\$0.6 billion per year ⁶
Rural infrastructure and market access	US\$7.5 billion per year ⁷ (US\$5 billion per year for roads ⁸) US\$3 billion per year to protect this investment ⁹
Combat food and agricultural emergencies	US\$5 billion per year ¹⁰
Agricultural productivity and sustainability	US\$4.8 billion per year ¹¹
Health	TOTAL: US\$31 billion by 2015¹²
Research and development	US\$4 billion by 2015
Provision of public goods	US\$3 billion by 2015
Education	(not specified but must be about US\$8 billion)
TOTAL AID	US\$ 54 billion per year

The differences between the Commission budget and the Gleneagles commitments are even more stark. The projected need for aid in Africa by the Commission is three times greater than the G8 commitments at Gleneagle. The following chart offers detailed expenditures for African development:

³ <http://www.nepad.org/2005/files/documents/41.pdf> Cost of implementation is about US\$50,000 per country (assisted assessments) and US\$ 100,000 per regional workshop (dissemination activities). Money will come from investments by beneficiaries and from domestic resource mobilization, but for many countries, additional ODA and private inflows will be required, in line with the Monterrey commitments.

⁴ period 2003-2015

⁵ estimate taken from US\$37 billion total

⁶ estimate taken from US\$7.5 billion total

⁷ estimate taken from US\$90 billion total

⁸ estimate taken from US\$62 billion total

⁹ estimate taken from US\$37 billion (period 2003-2015)

¹⁰ estimate taken from US\$60 billion (between 1998-2010)

¹¹ estimate taken from US\$60 billion (between 1998-2010)

¹² estimate taken from US\$58.2 billion as recommended by the World Health Organization

Table 1.1a: Costings of the Commission's Recommendations Taking <u>No</u> Account of Constraints of Absorptive Capacity	
Additional annual public expenditure needed to implement each item of the Commission's package in full (US\$ billion, per annum)	75.0
Composition of Commission's Expenditure Recommendations	(per cent)
Governance (Chapter 4)	4.0
Peace and Security (Chapter 5)	2.0
HIV and AIDS (Chapter 6)	13.0
Education (Chapter 6)	10.0
Health (Chapter 6)	26.0
Social Inclusion (Chapter 6)	5.0
Growth, Infrastructure and Trade (Chapter 7, 8)	27.0
Mitigation of Shocks (Chapter 9)	5.0
Contingencies	7.0
Commission's Package of Recommendations (US \$ 75 billion):	100.0
Table 1.1b: Costings of the Commission's Recommendations Taking Account of Constraints of Absorptive Capacity	
First Stage: 2006-2010 (in US\$ billion per annum)*	
Additional public expenditure, by 2010	37.5
Total financing needed	37.5
Domestic resources**	12.5
Extra aid (double 2004 volume)	25.0
Second Stage: 2010-2015	
The Commission recommends proceeding to a second stage (2010-2015) of similar expansion based on an assessment of experience of the first stage	

The numbers in the chart paint the proverbial picture worth a thousand words. As previously noted and indicated in the chart, the Commission for Africa estimates that aid

for Africa needs to increase from about \$25 billion to accommodate present needs to about \$50 billion by 2010 to \$75 billion by 2015.

This critique of the various strategies to tackle Africa's challenges is not meant to absolve African leadership of the responsibility to develop their own (or complementary) strategies. Quite the contrary, this analysis represents a context for understanding African's role in addressing the issues relative to their continent's development. In that regard, African leaders (and others) that met at the third APARC African Presidential Roundtable held at Wits University in April 2005, identified the key challenges African leaders face. Those include:

- That the challenges facing Africa requires good leadership if the continent is to move forward
- That Africa urgently needs to build public and private sector capabilities that can compete in the global economy
- That sound leadership development strategies should not be confined to business, as they are equally important in the public and civil society sectors
- That African institutions must embrace the NEPAD initiatives as a guiding medium for real and sustainable development
- In addition to these challenges, the HIV/AIDS pandemic, exacerbated by endemic poverty are two key problems that require urgent attention.

Such a framework for development is contingent upon African intellectuals - both at home and in the Diaspora - being intricately involved in charting the continent's new path. The AU-sponsored Summit of African Intellectuals in the Senegalese capital of

Dakar and the Africa – Caribbean summit in Jamaica represent concrete steps in that direction

Africans and people of African descent should be mobilized to serve as effective lobbyists and investors in Africa's future. This could help address the rapid decline of Foreign Direct Investment (FDI) into the continent. The experience of other communities such as the Jews, Indians, and Chinese must be studied carefully to see if there are lessons there that could be instructive for Africa.

The Commission for Africa and the American Framework for African Development

With the end of the Cold War and apartheid in South Africa there has been a dramatic shift in the nature of the United States' engagement in Africa. That change is reflected in the breadth and levels of American aid to Africa. Over the last four years, American aid to Africa has been more comprehensive, from a categorical perspective. In FY2000 United States assistance to Africa totaled \$2,208,809,000 in inflation-adjusted dollars. In FY 2004 aid to Africa had increased to \$3,441,908,000 in real terms. The differential represents a 56% increase in aid over that four-year period. That the U.S. made what by normal standards is a significant budget increase is laudable. But, unfortunately, this is a proverbial good news bad news story.

What follows is a chart¹³ that details the breadth of mission and money committed to development on the continent.

¹³ <http://www.brookings.edu/views/articles/rice/20050627tableI.pdf>

**Table I: Total Foreign Assistance to Sub-Saharan Africa
FY 2000 vs. FY 2004
\$ (thousands)**

Program	FY00 Actual	FY04 Actual	Change	% Change
<i>Child Survival and Health Programs Fund</i>	281,000	477,339	196,339	70%
<i>Development Assistance</i>	446,988	466,716	19,728	4%
Economic Support Fund	62,500	74,061	11,561	18%
Foreign Military Financing	10,000	20,947	10,947	109%
<i>Global Health and AIDS Initiative</i>	0	263,840	263,840	100%
International Military Education and Training	7,543	11,173	3,630	48%
International Narcotics Control and Law Enforcement	0	6,850	6,850	100%
Migration and Refugee Assistance	154,847	226,387	71,540	46%
Nonproliferation, Anti-terrorism, Demining, and Related Programs	16,445	25,845	9,400	57%
Peacekeeping Operations	36,654	30,171	-6,483	-18%
<i>Peace Corps</i>	52,347	62,450	10,103	19%
<i>African Development Bank</i>	4100	5075	975	24%
<i>African Development Foundation</i>	14345	18759	4,414	31%
<i>African Development Fund</i>	127000	112060	-14,940	-12%
Liberia: International Disaster and Famine Assistance - Supplemental	0	200000	200,000	100%
Sudan: IDFA-SUP	0	90000	90,000	100%
International Disaster Assistance	25000	0	-25,000	-100%
<i>Millennium Challenge Account*</i>	0	0	0	0%
<i>HIPC Debt Relief</i>	110,000	74,600	-35,400	-32%
Spigots - Subtotal	1,348,769	2,166,273	817,504	61%
Food Aid - Subtotal	685,500	1,233,143	547,643	80%
PL480 Title II [Emergency]	459,000	1,187,935	728,935	159%
Title III	5,500	0	-5,500	-100%
Other Food Aid [Title I, Section 416(b)]	221,000	45,208	-175,792	-80%
TOTAL AID TO AFRICA (nominal)	2,034,269	3,399,416	1,365,147	67%
TOTAL AID TO AFRICA (real)**	2,208,809	3,441,908	1,233,099	56%

*Notes: Official Development Assistance programs in italics; *Millennium Challenge Account: \$994,000 spent total in FY04 were all administrative costs—none of the budget actually went to African country programs; **FY2000 and FY2004 values recalculated in real FY2005 dollars using inflation index data from*

<http://www1.isc.nasa.gov/bu2/inflateGDP.html>

Sources: US Department of State, USAID, US Peace Corps, US Treasury – Budget Tables

In the details of the chart one can see the breadth of aid activities. It is important to note that there was a significant increase in aid to deal with the HIV/AIDS pandemic and saving Africa's children. Yet, despite the end of the Cold War, our aid is still disproportionately being funneled to military type expenditures. Beyond that, our aid

to Africa as well as that of other western donors has failed to fund development to the extent of the need. To put it succinctly the money doesn't match the mission.

The challenge of upgrading tertiary education in Africa

“Colonial schooling was education for subordination, exploitation, the creation of mental confusion, and the development of underdevelopment.

A European-type school system hardly operated during the first forty years or so of colonialism.”

Walter Rodney; How Europe Underdeveloped Africa

“...(M)any of Africa's higher education institutions are still in a state of crisis. They lack physical infrastructure, such as internet access, libraries, textbooks, equipment, laboratories and classroom space.”

Our Common Interest: Report of the Commission for Africa

Every major problem and opportunity before Africa requires skilled and trained leaders and people. Whether the challenge is Africa positioning itself to participate more fully in the 21st Century hi-tech global economy or conquer the HIV/Aids pandemic, education is key. While the process of educating the continent's citizenry – literally and figuratively – starts at the primary level, it cannot stop there. African countries need to establish reputable institutions of higher learning — universities, colleges, etc. - that promote study and preparation for leadership. The emergence of good leadership in Africa cannot be left to divine intervention

A comparative analysis of three universities enables one to conceptualize the challenge of upgrading tertiary education on the continent to western standards. The following chart, which compares Boston University, the 4th largest private university in the United States, Howard University, a historically black university with the largest endowment among HBCU's in the United States, and the University of the Witwatersrand in South Africa provides a conceptual framework for understanding the challenge.

	Boston University (2004) ¹⁴	Howard University (2005) ¹⁵	University of the Witwatersrand(2005)
<u>Student Population</u>			
Undergraduate Population	15,981	6,568	16,125 ¹⁶
Graduate Population	11,446	703	8,256 ¹⁷
Total	27,427	7,848	24,381
<u>Financial Matters</u>			
amount spent/student/year (operating expenses divided by # of students for 2004)	\$41,161.56 (1,128,938,000/27,427)	\$ 91,309.89 716,600,000/7,848)	\$48.95 (1,215,535.75/24381) R7,694,541 = \$1,215,535.75 R6.33/\$1.00
Endowment (in millions)	\$ 712,300,000.00	\$371,800,000.00	\$7,521,093.96 R47,539,564.00 R6.33/\$1.00
<u># of Degrees offered</u>			
Bachelors Programs	11	7 (in CAS)	23 ¹⁸
Masters Programs	32	12	?
Doctoral Programs	18	10	?

¹⁴ <https://www.bu.edu/news/facts>

¹⁵ <http://www.howard.edu/facts/facts2005.pdf>

¹⁶ These numbers reflect an estimate of the actual breakdown of the student population.

¹⁷ <http://www.wits.ac.za/depts/wcs/annual2002/index.html>

¹⁸ <http://www.wits.ac.za/depts/wcs/faculties.shtml>

The Commission Report puts forth a rationale and conceptual framework¹⁹ for improving tertiary education on the continent. Those recommendations are as follows:

- The international community should commit in 2005 to provide US\$500 million per annum over ten years to revitalize Africa's institutions of higher education.
- The International community should commit in 2005 to provide up to US\$3 billion over 10 years to develop centers of excellence in science and technology, including African institutes of technology.

Conceptually these recommendations accurately summarize the need. Fiscally, the Commission's vision falls short. The ten-year budget to aid in upgrading tertiary education for the entire continent is less than the ten-year budget of a single major U.S. institution. (see: Boston University budget in chart above.)

Despite the shortfall in financial commitments, the necessity of upgrading tertiary education in Africa is the right priority if the continent is going to meaningfully link to the global economy of the 21st century. It is worth noting that the United States has expanded its commitment to education in Africa at all levels. In June 2005 U.S. President George W. Bush announced the expansion of the Africa Education Initiative (AEI) by \$400 million over four years to expand access to quality educational opportunities on the continent. This expanded initiative is a complement to the achievements of phase one of the Bush Administration's Africa Education Initiative (Fiscal Year 2006), which resulted in:

- Over 250,000 scholarships will have been awarded to girls
- Over 420,000 teachers will have been trained and,
- Over 4.5 million textbooks and other learning materials will have been provided.²⁰

¹⁹ See: *Our Common Interest: Report of the Commission for Africa*. pp. 137-139, 181-187, 215

²⁰ USAID AEI briefing, August 19, 2005 Eisenhower Executive Office Building

A recent *New Times* article²¹ (“*China Luring Scholars to Make Universities Great*”) on Chinese efforts to develop its tertiary educational infrastructure is indicative of the tact that African leadership must take. China is spending billions of dollars in an effort to transform its top universities into some of the world’s best institutions over the next decade. If Africa is going to be competitive globally, its leaders must (i) give higher priority to financing upgrades to its tertiary systems, (ii) develop internal funding schemes to complement outside assistance, and (iii) seek ways to attract Africans in the Diaspora to assist with this mission.

Conclusion

Beyond the issues addressed in this paper there are clearly others the Commission for Africa Report (and process) suggests. There are a number of obvious political and policy-related questions that remain relative to the Commission Report’s scope and strategic thrust:

- 1) Given that \$25 billion in aid per annum is not the right number relative to the need, what other strategies need to be pursued to raise the needed capital?
- 2) What political problems does the Commission anticipate in getting support for its agenda? What strategies are needed?
- 3) What can former heads of state do to help galvanize support?
- 4) What can African governments do to help galvanize support?

²¹ *New York Times*, October 28, 2005

- 5) What U.S. constituencies need to be involved in moving this agenda; and in what ways?
- 6) What is the U.S. role, given that this is an UK driven initiative?
- 7) What are the implications of the World Bank change of leadership relative to the Commission's agenda?
- 8) To what extent does the Commission's plan encourage and/or facilitate the multiplicity of players committed to Africa's growth and development "reading" from the same page?
- 9) What does the timeline for implementation look like? Does it conform to the timelines establish by NEPAD and the UN Millineum Development Goals?
- 10) What will be the mechanism for monitoring implementation? Should there be multiple monitoring processes – viz., the African Union, NEPAD, UN, etc.?

Putting the best face on the present global initiatives to further Africa's development leaves one with but one conclusion, i.e., the present good intentions will not support the necessary initiatives to reach the stated goals. It is difficult to calculate whether \$75 billion per year over the next ten years is enough to cure Africa's woes; but that number would surely suggest that the present \$25 billion in commitments is certainly not enough to do the job. So, the question becomes what strategies need to be developed to ensure that the job gets done.

For starters, monitoring mechanisms to be in place to measure G8 commitments. Those commitments represent the baseline for development. In addition, leadership on the continent needs to insure that there is a regulatory environment on the continent to

facilitate investment, development, and homeownership; all of which are essential to creating a tax base sufficient to support development priorities and projects as identified by the countries on the continent. Finally, countries are going to need to deal with issues like “sovereign credit ratings” because of the necessity of developing debt instruments to finance development, such as infrastructure.

Despite the inadequacies of the Commission’s approach there is more promise than pitfalls relative to this effort. As a result of this and similar efforts, in the same way that Nixon’s historic visit to China punctuated that China’s time had come; maybe this signals that Africa might well be on the verge of a similar validation.

Appendix: The University of Ghana: A Case Study in Tertiary Educational Development

An analysis of the university of Ghana by Professor Chris Gordon represents a excellent case study of a specific African University grappling with the issues reflect in the challenged confronting the continent. In addition, to the issues specific to the University of Ghana, it offers a basis for extrapolating about challenges and solutions for upgrading tertiary education on the continent as a whole.

The University of Ghana: Strategic Institutional Development in the South Abstract

The development agenda of Ghana is currently driven by the Ghana Poverty Reduction Strategy (GPRS) which is aimed at ensuring economic growth and poverty reduction. There are five major themes, (i) Macro-Economy, (ii) Production and Gainful Employment, (iii) Human Resources Development and Basic Services, (iv) Special Programmes for the Vulnerable and the Excluded and (v) Governance, all of which impinge on higher education. Education received the largest Government budgetary allocation in 2005 (i.e., 31.35% of the total national budget) however Education received only 6.64% of the total donor support. Universities in Ghana must respond to the challenges of development in the face of limited funding, without losing sight of the requirement to expand the frontiers of human knowledge.

The University of Ghana has been using strategic plans since 1993; the current 2001 – 2010 corporate plan has ten main thrusts which underpin the main mission of the university “*to develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination*”. The University wide Strategic Plan is delivered by key actors at various levels from the Vice-Chancellor down to the sub-department level. In addition, each College, Faculty, and Department/Programme has also prepared its own set of time-defined actions to deliver the overall corporate plan. The extent that the strategic plan has been influenced by international donors and partners is manifested in the research programmes of the University which are driven by external funding and partnerships with overseas institutions. The few organisations that support infrastructure are very focused on specific issues such as improvement in ICT and more efficient Library services.

The University of Ghana has taken advantage of positive aspects of globalisation in running programmes through the internet, links with the African Virtual University and the general ease in accessing information. It is also noted that the “brain drain” of qualified staff of Universities has been enhanced by globalisation. There is much research and information available on the impact of globalisation, new forms of education delivery, and the role of the market on policy development and implementation, but this research does not look at the ways Universities in developing countries can turn the challenges of globalisation into opportunities. It is unfortunate that

in several instances, international cooperation targets are out of step with institutional goals. To identify and train potential staff so as to build capacity within University is often longer than the political life of the external politicians who set the original development agenda of the donor country – this results in truncated programmes and activities. The implications on sustainability of long term initiatives within universities such as staff development or the creation and operation of centres of excellence are clear. Several case studies from NUFU, CIDA, EU and University institutions are presented to illustrate the points raised.

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The University of Ghana: Strategic Institutional Development in the South

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The Development Policy of Ghana

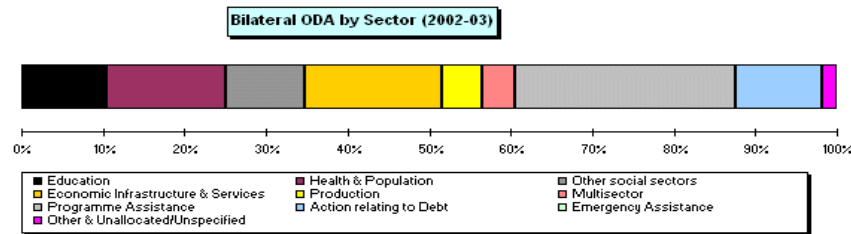
Ghana's stated development goals are to accelerate economic growth, improve the quality of life for all Ghanaians, and reduce poverty through macroeconomic stability, higher private investment, broad-based social and rural development, as well as direct poverty-alleviation efforts. The Ghana Poverty Reduction Strategy (GPRS) was initiated in 1995/96 and updated in 2000-2001 (OECD/DAC 2001). The objectives of the GPRS include: (a) reducing the incidence and depth of both rural and urban poverty, mainly through the acceleration of pro-poor growth, (b) improving the income earning capabilities and opportunities for the poor and vulnerable, (c) minimizing gender and geographical disparities, (d) facilitating a healthier, better educated and more productive population. The GPRS is financed by both domestic and external resources. Official Development Assistance (ODA) brings a significant contribution to human development in Ghana. Fig 1. presents a summary of ODA for the period 2001 -2003 which averaged well over US\$ 700 million. In 2005, ODA to Ghana was about US\$ 630 million i.e., 35% of the total national budget (GoG, 2005). It also represents development partners' recognition of Ghana's commitment to consolidate good governance, fight poverty and achieve the Millennium Development Goals (MDGs).

Figure 1. Summary of Overseas Development Assistance to Ghana 2001-2003

Receipts	2001	2002	2003
Net ODA (USD million)	644	650	907
Bilateral share (gross ODA)	53%	58%	50%
Net ODA / GNI	12.4%	10.8%	12.1%
Net Private flows (USD million)	- 40	- 19	129

For reference	2001	2002	2003
Population (million)	19.4	19.9	20.4
GNI per capita (Atlas USD)	290	280	320

Top Ten Donors of gross ODA (2002-03 average) (USD m)	
1 IDA	193
2 United Kingdom	130
3 Netherlands	81
4 United States	76
5 SAF & ESAF (IMF)	71
6 EC	65
7 AfDF	57
8 Denmark	54
9 Germany	42
10 Japan	30

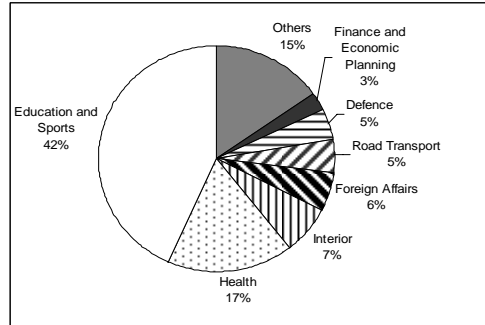


Sources: OECD, World Bank.

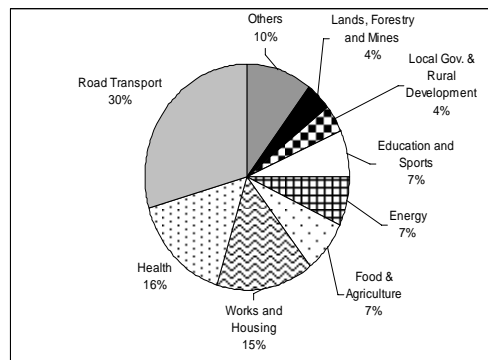
Science and technology are increasingly recognised (e.g., Matos & Gordon, 2004) to be central to both the origins of the UN Secretary General Annan's three challenges – freedom from want, from fear and of future generations to sustain their lives on this planet - and to the prospects for successfully dealing with them (Clark, 2003; UNESCO, 2003; van Ginkel, 2005). Two main points arise from the path taken by the Government of Ghana in the delivery of national development; (i) education must play a significant role, especially in the area of Science and Technology and (ii) the degree of implementation of programmes is dependent to a high degree in some sectors, on donor funding and by default the political realities that exist in donor countries. Figure 2 a & b show that, the Education and Sports sector received the largest budgetary allocation in 2005 (i.e., 31.35% of the total national budget) including other sources such as the Ghana Education Trust Fund and Internally Generated Funds. Education & Sports (at all levels) received the largest direct Government budgetary allocation in 2005 (i.e., 42 % of the funds allocated) however Education and Sports received only 7% of the total donor support.

Figure 2. 2005 Budgetary Allocation by Sector Ministry for Ghana

(a) Funds Allocated from the Government of Ghana



(b) Funds Allocated by Overseas Development Assistance



The Purpose of Higher Education

“The real University ... is that great heritage of rational thought that has been brought down to us through the centuries and which does not exist at any specific location. It's a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor, but even that title is not part of the real University.”

Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values*

The quotation above represents the abstract of university education in Africa. In crafting its current strategy, the University of Ghana was very conscious of the fact that the outcome of any strategic planning process should not be a set of desirables as defined by the management and faculty of the university but instead should be a set of clear value-adding initiatives that could be “sold” to its stakeholders. The importance of this view lies in the fact that there appears to be an ever-increasing gap between tertiary education’s “wish list” and the willingness of the public (taxpayers, legislators, parents and consumers) to pay for it - much of this gap is linked to the issue of “relevance” of

higher education in terms of the skills provided and the requirements of the job market. The quotation below represents the outcome for this search for relevance.

“A general formulation of the mission of a university in Africa today would certainly contain the prime responsibility to provide men and women adequately trained to contribute to the development of the nation and of the community surrounding it”

Narciso Matos, North-South Cooperation to Strengthen Universities in Africa

Of course the search for quality and excellence as well as the development objective are not mutually exclusive. The establishment of centres of excellence expanding the frontiers of human knowledge in the key areas of water, health, and environment – for their sustained use is a common response by university to meet the development challenge. It is also interesting to note that very few of the private universities in Ghana run courses in classics, or in expensive subjects like the basic and applied science.

The Strategic Vision of the University of Ghana

Founded in 1948 the University College of the Gold Coast became the University College of Ghana on the attainment of Ghana’s independence in March 1957. The university was set-up for the purpose of providing and promoting university education, learning, and research. As a University College, a special relationship existed with the University of London, which supervised its academic programmes and awarded University of London external degrees to successful students. By an act of Parliament in 1961, the University College of Ghana attained sovereign university status with authority to award its own degrees and thus the University of Ghana was established. It is the oldest and largest of the six public universities in Ghana. Apart from the public universities, there has been a recent (over the past decade) growth in private institutions of higher education, though it must be pointed out that the spread of subjects taught in these institutions is rather limited.

The World Bank, the AAU and nine major international and regional scientific institutions in Africa, as well as several funding agencies advocate strategic planning as the first most important step African universities must take to regain initiative and shape their future (Ekong & Plante, 1996; Banya & Elu, 2001). Strategic Planning is

interpreted as a process of consultation involving the university leadership, representatives of the academic staff, students and of the entire academic community, as well as representatives of the state, the government, and other constituencies in society. As a process of consultation, it should generate understanding and consensus among the most relevant stakeholders and as such, is an indispensable step for the university to adjust its role to the expectations of society and to ensure the support needed for the implementation of the approved plans.

The University of Ghana 2001 – 2010 Corporate Strategic Plan

The University of Ghana 2001 – 2010 Corporate Strategic Plan ((University of Ghana, 2001) was prepared using the Hax method of Strategic Planning as developed by the Sloan School of Management of the Massachusetts Institute of Technology. The plan provides a disciplined approach to strategic planning through which management defines the future of their organisation, taking into account the realities of both the internal and external parameters that impact the business. It involves the identification of the key challenges, which the organization needs to overcome to ensure the achievement of its pre-defined purpose. These challenges drive the formulation of the strategy, stated as high-level Strategic Thrusts. The Strategic Thrusts identified for the University of Ghana are given in Table 1. The Strategic Thrusts are then broken down into specific Action Plans with appropriate resources determined and secured for them. Finally, the process defines measures and milestones by which the plan may be managed. The Hax methodology as applied to the University of Ghana looked at the organization from three strategic perspectives – Corporate, Faculty & Function/Departmental.

Table 1. Key Strategic Thrusts for the University of Ghana Corporate Strategic Plan 2001 - 2010

1. Mobilize and secure required financial resources from Government and third parties to ensure the achievement of its short and long-term objectives.
2. Create a performance driven organizational structure and professionalise Human Resource management.
3. Develop consumer need-driven programmes and third party linkages.
4. Design and operate a reliable, functional, relevant, and cost effective

Information and Communication Technology (ICT) system and related services to drive all initiatives.

5. Review structure of governance, statutes, rules, and regulations of the University to meet current requirements for effectiveness and efficiency.
6. Enhance and rehabilitate the existing infrastructure and provide new infrastructure capable of supporting the growth and expansion in programs.
7. Actively enhance and leverage the comparative strengths and core competencies of research, teaching, and extension services.
8. Privatise no-core/non-performing activities and units.
9. Restore and strengthen integrity of Financial Management
- 10 Actively market and disseminate information about the University and its outputs.

In the consultative phase a new mission statement was prepared for the University:

“Our mission is to develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination.

We are committed to build on our core strengths of a centre of excellence for high quality teaching and research, relevant institutions and good infrastructure and our unique competencies in the sciences, medicine, humanities, law and business, cultural studies, information technology and other emerging disciplines, to secure and sustain world-class competitive advantages in a stable democratic environment.

We are committed to build deeper awareness of the needs of our consumers, especially students, the private and public sectors, government and the world community and re-orient our teaching, research and extension activities and harmonize synergies between disciplines to achieve operational excellence.

We are committed to promote innovation, relevant and cutting-edge technology, leadership development and an enterprise culture, to enhance the delivery of value to our consumers and stakeholders.

Our operations are governed by the highest level of integrity, ethical standards, openness, and fairness underpinned by a reward and recognition system that is performance driven.

It can be seen that the mission of the University is slanted towards the University as “an agent of development” rather than University as the “Church of Reason”. The University has managed to successfully implement its strategic plan and has carried out a mid-term evaluation on the achievements under the plan.

External influences to Policy Development

The economic stagnation and decline of the socioeconomic conditions in Africa during the late seventies, throughout the eighties and the early part of the nineties impacted negatively in each and every university in the continent (Boyer, 2002). In most cases government allocations to universities became insufficient and totally unrelated to the actual financial needs to maintain and develop the institutions (Sawyer, 2002). In this context, donor agencies often play a dominant and determinant role by providing much needed funds to continue with some basic programmes (van der Westhuizen, 2002). Unfortunately however, very often the donor grants earmarked for specific projects, have strict conditions for disbursement, reporting and financial statements, and very seldom are these conditions coordinated with institutional policies. Through their grants, funding agencies can obtain increased influence over the institutions (Brock-Utne, 2003). Donors or external university “partners” now determine activities, reporting cycles and procedures, negotiate and control directly projects or individual units, and in general interfere and limit the autonomy of the institution and their capacity to establish priorities (ACU, 2001; Benneh, 2002).

*“The woods are lovely dark and deep,
But I have promises to keep.
And miles to go before I sleep.
And miles to go before I sleep.”*

Robert Frost, Stopping by Woods on a Snowy Evening

When about one third of a nation’s operating budget is supplied by donors it is clear that donors will have a strong say in the direction of growth – and donor promises/pledges when not fulfilled can have lasting impacts on institutions. It is appreciated that, just like the weary traveller in the classic poem by the American Poet Robert Frost, donors do get fatigued. A number of documents set out good practice for effective aid (e.g., Rogerson and de Renzio, 2005). The seven habits of effective aid discussed at the Rome Declaration on Aid Harmonisation are:

- (i) Aligning financing on partner country priorities,
- (ii) Improving aid predictability,
- (iii) Relying on country systems,
- (iv) Increasing donor complementarity,
- (v) Intensifying and incentivising joint action,
- (vi) Ensuring mutual accountability, and

(vii) Strengthening systemic capacity.

They also include two cross-cutting imperatives built into each of these aims: first, to design and implement all actions in terms of their development results; and second, to build them up in specific country contexts, ranging from the most fragile to the most stable and sophisticated.

Despite the above, we still find situations where donors violate their declared support for national ownership by demanding specific actions and institutional arrangements before project implementation. Donors also are often ill equipped to determine what kind of policies and institutional structures are the most appropriate, considering the disparity of experiences from industrialised countries and developing countries (Stiglitz, 1998). Donor policies are also often blinkered, lacking the appreciation of the diversity and complexity characterising institutions such as Universities in developing countries (Samoff & Carrol 2002; Samoff, & Bidemi, 2004).

Globalisation, Policy Development and Policy Implementation

“All those who think that an African university degree is as good as a Western one are fooling themselves. They do not even have enough money for food, let alone pursue higher knowledge. If I have a choice I know which one I will choose.”

Ken Ng, Australia; response to a BBC Africa Live Radio Phone in September 2003

The above statement shows that even as the world becomes a “global village” and with all the improvements in communication, it will take a very long time for stereotypes to vanish. The impacts of globalisation include social change as local economies are absorbed within world capital and commodity markets dominated by multinational companies. Secondly, globalisation results in the shattering of the specificity of cultural identity and value systems, partly as a function of international media. A third effect is urbanization and the disturbed balance between man and nature. Globalisation is not restricted to the economic sphere only. It also pertains to culture. It affects peoples' identities, and their world view. Globalisation does not operate on a level playing field.

It has differential impact from area to area, due to the relative distribution of natural resources, the standard of communications, the level of education, the existence of trade barriers, and the economic situation in general. While economic globalisation is legitimised with respect to increased efficiency of production and optimization of social welfare for the global community as a whole, it also means that economic processes are becoming disembodied: i.e. a process whereby economic activities are "lifted out" of the local context within which they occur and become reconstructed across spatial boundaries. This has direct relevance to how Universities must evolve in order to survive; the policy direction of a University has to be broadened to take into account a much wider stakeholder/use base, i.e., a regional approach rather than a "city" approach.

An examination of up-coming meetings in higher Education for the latter half of 2005 indicates that the discussion on the use of e-learning and the concept of "universities without walls" is continuing in Africa (see Table 2.).

Table 2. List of Selected International Meetings on Higher Education for the last half of 2005

Meeting	Organiser	Venue	Date
Post-Globalisation: Higher Education Institutions facing the Knowledge Society/Economy and GATS	International Higher Education Foundation, Mexico	Veracruz, Mexico	July 21-23, 2005
The African University in the 21st Century SAARDHE 2005 Conference	University of KwaZulu-Natal, Howard College Campus	Durban, South Africa	June 27-29 2005
2nd International Conference on Open and Online Learning (ICOOL 2005)	University of Mauritius in the context of WCCE 2005	Cape Town, South Africa	July 4-7, 2005
International Conference on Science and Technology - Science and Technology for Self-Reliance: Challenges for Developing Countries	The Federal University of Technology	Akure, Nigeria	August 14-19, 2005
1st African Regional Conference of Vice Chancellors, Provosts and Deans of Science,	ANSTI/UNESCO	Accra, Ghana	Nov. 15-17, 2005

Engineering and Technology			
International Barcelona Conference on Higher Education: The Financing of Universities	Technical University of Catalonia (UPC),	Barcelona, Spain	Nov. 30 to Dec. 2, 2005

This is where part of the problem lies. There is much research and information available on the impact of globalisation, new forms of education delivery, (e.g., Africa-America Institute and the African Virtual University, 2002) and the role of the market on policy development and implementation, but this research does not look at the ways Universities in developing countries can turn the challenges of globalisation into opportunities. For example, peripheral communities (and that would include the sheltered community of the average African University) which were previously shielded from the pressure of the international information industry are now becoming deeply and extensively connected to the outside world through global communication networks. If effectively utilised such networks could become an integrated part of coping strategies for African Universities in the face of globalization. For instance, new technologies could be employed as part of distance educational programs that will enable greater access to higher education. This may change the latent role that the educational system has played in the past, namely as "a door-opener" to the national job market.

For the purpose of furthering discussion, three examples of different approaches used in relation to support to the University of Ghana are presented below, each illustrates in greater detail the issues that have been presented above.

A failed approach to project delivery NUFU PRO 38. 2/91 Freshwater Entomology of Ghana

The following is a summary based on the account of independent assessors of the above project. This programme was a continuation of the NUFU project PRO 38/91 UiB/UO, Ghana Freshwater Entomology which was initiated during the first phase of NUFU programmes. Its continuation was based on the apparent success of the first phase. The project involved the Department of Zoology, University of Ghana and the former

Institute of Aquatic Biology of the Ghanaian Council for Scientific and Industrial Research, on the one hand and the Museum of Zoology, University of Bergen, Norway on the other. Its objectives are to establish the basis for the development and application of systematic biological techniques, and transfer the knowledge and skills needed to enable Ghanaian researchers and students to manage future projects in biodiversity, biosystematics, ecosystem dynamics, and environmental impact associated with freshwater. Unfortunately, these laudable goals and objectives were not even pursued let alone achieved. The contract for the programme was not signed by the Ghanaian partners. Their reasons for not signing revolve around their relationship with their Norwegian counterparts. The Ghanaian partners complained bitterly of being completely excluded from the process leading to the formulation of the final proposal for this second phase of the programme, only being asked to sign the final document at the end of these processes. They could not sign because the proposal took no account whatever of their academic interests, the interests of their various institutions and the interests of the country at large. In the training part of the programme serving academic staff students were by-passed in favour of non-serving students. The research project did not accord with the research priorities of, at least, the Department of Zoology. What is even more worrisome is that the programme was implemented without the concurrence of the Ghanaian partner institutions, the Ghanaian sector being run directly from Norway. On their part the Norwegian partners resented the demands of their Ghanaian counterparts that funding for training should be used for their serving staff rather than other students, and that computers and microscopes earmarked for the enrolled students be made available for general use in the Department.

This is a typical example of a donor institution adopting a patronising attitude – not a case of equal partners in development.

**A new way of supporting development through training linked to country needs:
CIDA Youth Education and Training Awards CYETA Africa**

This is an awards program for professional development, education and training in the home country, with priority given to applicants dedicated to their country's progress

through their work for Civil Society and Non-Governmental Organizations and other employers engaged in key development sectors. The pilot program is being run in four African countries Ethiopia, Ghana, Mali and Senegal in the period 2004 -2006. The objective of the CIDA Youth Education and Training Awards (CYETA) is to develop young African leaders and practitioners who will aid the development of their country. CYETA provides financial assistance, on a competitive basis, to developing country citizens for professional development education and training, **offered in their home country**, designed to strengthen individual and organizational capacity. To ensure that resources and inputs result in sustainable and longer-term impacts and local leadership development, the awards have a youth focus. The program is sponsored by the Canadian International Development Agency (CIDA) in partnership with the Canadian Bureau for International Education (CBIE). CBIE is the executing agency for the program, responsible for all management aspects and reporting to CIDA. The awards are in two categories, (i) Short-term Training Awards with maximum value CDN \$2,500 and Academic Awards with a maximum of CDN \$5,000 per year. The support is principally to contribute to subsistence expenses (for one academic year/10 months) of awardees enrolled in a certificate, diploma or master's program of up to two years in length. Approximately 100 Short-term Training Awards and 40 Academic Awards will be given. Despite the small quantum of the award, Universities, by the use of supporting documentation, influence the deposition of the awards. This academic year, students from the University of Ghana in the areas of Environmental Science, Oceanography and Fisheries as well as Social Work have benefited from the CYETA scheme.

Convergence of Sciences: inclusive technology innovation processes for better integrated crop and soil management

The project is financed by the Wageningen University, the Ministry of Foreign Affairs (Directorate General of Development Cooperation), and the Global Integrated Pest Management Facility in Rome. In this project, the main capacity building output from the side of the Universities will be four PhD students from the National University of Benin and five from the University of Ghana. A new approach to research is being used. Instead

of research being monopolized and driven by scientists, the project seeks to involve end-users, in this case farmers, in the development and execution of this process driven project. The project reports speak of an energetic tension to which all stakeholders contribute, requiring collective cognitive processes. The different actors, scientists, students, and farmers converge in terms of their perception of the context, their theories, and their values, and agree on collective action with respect to common problems. In an interdisciplinary and comparative way, participatory agricultural innovation processes are being analysed, and more efficient and effective models for agricultural technology development have resulted, including collective action approaches and institutional innovation. Key underlying issues determining the successes and constraints of participatory technology development approaches are being analysed by comparing case studies in Africa and Asia, by developing technology assessment and innovation activities, and by implementing a farmer field activity in participatory technology development and community mobilization in Benin and Ghana. The differences in outcome between both countries are also being compared in order to establish the location-specificity in technology development.

Conclusions and Recommendations

"The challenge in bridging the gap between science and decision making is in blending reasoning with vision."

Federico Mayor, Director General of UNESCO

Increasingly, universities must rely on their own, individual performance in order to secure sufficient funding for higher quality programmes of teaching and research

Hans van Ginkel, Rector United Nations University

Currently the University of Ghana, through the Office of the Dean, International Programmes, manages Memoranda of Understanding, Staff/Student Exchange Protocols, and Project Agreements with over 170 Universities, Partner Institutions, and Foundations. Each cooperating partnership is distinctive on its genesis, goals, and

modalities. It is therefore impossible to establish rules which could be universally applicable. However the Association of African Universities and the Development of African Education Working Group on Higher Education have some guidelines based on their cumulative experience, which serve as a base for the following recommendations:

- Initiatives should be prepared jointly and each partner should be associated as much as possible with the decisions that need to be taken at every stage of a programme.
- Partnerships must be clearly imbedded within an institutional framework
- The building of capacity should be an explicit and well-articulated goal, and should include all-important aspects of the scientific process.
- The creation of other capacities such as for comprehensive institutional and programme management and dissemination of results should be integral to all initiatives
- Budgets should provide resources for supplementing the income of the persons involved (e.g. honoraria linked to research output, generous allowances for fieldwork and travel to conferences, etc.) so as to ensure their full-time commitment.
- Recognition all persons involved in the scientific process leading to academic publications.

Perhaps the most important recommendation is that of ownership – which in turn breeds sustainability. Helleiner (2005) notes that there must be international recognition, that African development projects and programmes must be African-led and African-owned, rather than, as too frequently, driven by external institutions and donors. It is the hope that this set of discussion will bring Universities in Africa closer to that goal.

Acknowledgments

I would like to acknowledge the inputs of Prof I.K. Addae-Mensah, former Vice-Chancellor of the University of Ghana, Mr. A.T. Konu, Registrar as well as Ms A. M. Mensah also of the University of Ghana for their comments and contributions.

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