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Innovative Approaches

to Doctoral Education in Africa

DOCTORAL EDUCATION in COMMONWEALTH AFRICA

-Towards a Policy Report

Some views from the IAU

Ramada Plaza Dua Sentral, Kuala Lumpur, 12-13 February 2015

www.IDEA-PhD.net



IAU Project on Innovative Approaches to Doctoral Education in Africa

IAU – Global Association of Universities

- ❖ 620 universities, 30 Associations, Networks and rectors' conferences, including EUA, ACUP, in 130 countries
- ❖ Policy development
- ❖ Monitoring Trends
- ❖ Advocacy
- ❖ Networking
- ❖ Mutual understanding

The project

- ❖ One out of five (Internationalization, HESD; EFA; Acces and Succes, **IDEA**)
- ❖ focuses on doctoral education in Africa
- ❖ proceeds through in depth analysis of doctoral programmes at set of HEIs
- ❖ Debate and advocacy
- ❖ 15 HEIs in 15 countries
- ❖ Funded by Sida and benefitting from support of hosts

Doctoral Education, why, where and for whom?

«Doctoral Education lies at the core of a university's research capacity, and is also seen as a primary source of research productivity and innovation in the global knowledge economy. It is therefore a question of vital importance to universities, nations, and the world, whether and how a global system of doctoral education is emerging within the global knowledge economy »

Maresi Nerad and Mimi Heggelund, Toward a Global PhD?

- Direct contribution of graduate and post graduate education to the **welfare of the economy and of societies**; « deficiency in human capital is the major reason why poor countries remain poor » *Hoba and Marfouk, « Why should we worry about Brain Drain From Africa », 2011.*
- It meets the **research and employment needs**; « an educated and skilled workforce is one of the pillars of the knowledge-based economy. Increasingly, comparative advantages among nations come less from natural resources or cheap labour and more from technical innovations and the comparative use of knowledge » and « **Economic outcome** of doctoral education reaches beyond national borders » *WB 2005 Report, cited by Hoba and Marfouk 2011*

Doctoral education

- Objectives?
- Targets and timelines set on what basis?
- Implementation?

Stated objectives

- Development
- Innovation
- Competitiveness
- Attractiveness

IAU project

- Develop better understanding of the nature of reforms undertaken and changes taking place in HE in sub-Saharan Africa
- Map out institutional doctoral study programmes
- Analyse similarities and differences between countries and sub-regions
- Identify what can be learnt from respective African experiences and make recommendations



Development strategies and means

- What kind of doctoral education?
- What balance between education and research?
- What development strategy for today and for tomorrow?
- At what levels: national, regional, institutional / international / policy level?
- With what means?

Methodology

- IAU International Working Group
- **Institutionnal questionnaire**
- Institutional teams building to collect requested data and inform the questionnaire
- Set of pilot institutions (aim : 50% Francophone and 50% Anglophone, possibly expand to lusophone countries)
- e-correspondance
- Site visits
- Seminars



COUNTRIES and HEIs INVOLVED

- Kenya, KU
- Ethiopia, Jimma, UAA
- Ghana, UG
- Rwanda, NUR
- Cameroon, Douala +
- Nigeria, Illorin
- Benin, USTB
- Senegal, UGB
- Mali, U de Bamako
- Madagascar, Antananarivo
- Niger, U Abdou Moumouni
- Angola Agostinho Net

Outcomes

- Data & documentation
- Publications
 - Reports
 - *IAU Horizons* (each issue + special issue)
 - HEP on doctoral education
- Meetings and Conferences
 - Targetted seminars in Africa and Europe
- Communication and presentations
- Partnership and cooperation
- Networking of experts and peers
- The PORTAL

@ IAU - February 2015



Challenges at national level

- Political interference
- Planning weakness / exponential growth
- Regulation
- Quality assurance
- Governance
- Capacity
- Data collection and strategic planning
- Relevance
- Coordination
- Funding and monitoring
- Employability issues

Issues, Challenges, opportunities at institutional level

- Institutional Governance and Management of Doctoral Study Programmes: mission vision and facts *lack of systematic disaggregated qualitative and quantitative data collection on doctoral study programmes*
- Graduate / doctoral schools: *their development and their positioning within the institutional organigramme*
- Doctoral programmes: *need for development, innovation, new skills, more attention, concertation, synergy and funding in order to bring about change*
- Doctoral Student Enrolment
- Research and educational infrastructures
- Doctoral Supervision
- Internationalisation (intra Africa and beyond)
- Funding and monitoring
- Career development



Next steps for IAU

- Develop the portal further into a comprehensive clearinghouse
- Develop platform to network actors
- Develop the institutional reviews and capacity building initiative into full fledged Advisory Service
- Supervision capacity enhancement project
- Intra IAU Member institutions' mobility scheme for young researchers
- Contribute to the quality debate through research on models
- Work with others

Policy paper

- Aim and scope
- Drafting process
- Political impact sought
- Implementation

Thank you

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