Preface

There has been a clear resurgence of interest in training programmes for university leaders and managers at African universities in recent times. Training courses and workshops for university leadership and senior managers at African universities have been designed and offered for at least two decades. In the early 1990s UNESCO invested in an extensive training programme (ACU-CHEMS programme). The Association of African Universities (AAU) pioneered one of the first university leadership and management programmes (SUMA) in 1993, followed in 2003 by the LEDEV (Leadership Development) and MADEV (Management Development) programmes. (The latest version of this programme was a workshop in Kampala, Uganda in 2014.) In South Africa, training in this area was initially spearheaded by HESA (Higher Education South Africa) through its Higher Education Leadership and Management (HELM) initiative. More recently the Southern African Regional Universities Association (SARUA) has also invested in a similar programme (Governance, Leadership and Management Programme, in conjunction with the Wits School for Public Management). Other recent and current initiatives include programmes such as RUFORUM with support from the EU (ACP-EU Project), the UNILEAD project jointly managed by Oldenburg University in Germany and the Nelson Mandela University in South Africa (funded by DAAD, the German Academic Exchange Service).

In 2009, Carnegie Corporation of New York – as part of its institutional strengthening strategy for African universities, and in consultation with African university stakeholders – identified the need to build the capacity of emerging leaders who were being appointed to African university senior leadership roles. Three higher education councils in Africa, the Tanzania Commission of Universities (TCU) in Tanzania, the National Council on Higher Education in Uganda (NCHE) and the National Council of Tertiary Education in Ghana (NCTE) were identified to develop national higher education leadership training programmes. At the same time Carnegie Corporation also commissioned the Evaluation Research Agency (ERA) in Cape Town to provide technical support to these councils as well as to conduct ongoing monitoring and evaluation of the three programmes. Training programmes for university leadership and management were launched first in Tanzania in 2009, followed by Uganda in 2010, and Ghana in 2011.

Although there have been a few cases of evaluation studies of such programmes in Africa (evaluations of the AAU and HELM programmes are examples), it was decided that the scope of this particular investment by Carnegie Corporation justified a more systematic review of the lessons learnt through these programmes. After consultations between Carnegie Corporation, ERA and some senior individuals from the three participating councils, it was decided to embark on a book project that would aim to document and reflect on the learnings from these three intervention programmes.

Rationale

Against the backdrop of major developments and shifts in higher education on the African continent and globally, it is clear that university leaders face many leadership and management challenges. This is the starting point of the book. More specific questions that need to be addressed are:

1. Have the challenges for leadership in higher education management been documented: not just the shifts in education, but the challenges and how leaders at universities have responded to these?

2. Very few of the training interventions on leadership and management in Africa have been well documented. There has been an increase in the number of interventions, but little evidence of lessons learnt. Hence a second question addressed in the book: What lessons have we learnt from the three training programmes?
Preface

The book commences with an introduction that sets the historical context for this initiative. The remainder of the book is divided into three main parts:

Part One consists of two chapters: A review of African scholarship on university leadership and management and The history and landscape of HELM training in Africa.

Part Two presents the “documentation and lessons learnt” from the three Carnegie-funded country initiatives.

Part Three consists of two chapters: the first describes in detail the monitoring and evaluation process that ran concurrently with the implementation of the country training programmes; the second reviews the uptake and impact of these programmes.

**The target audiences**

The following stakeholder groupings will find the book relevant and worthwhile:

1. HE councils (especially in Africa) and other bodies that are in the business of designing and implementing interventions such as this.

2. Senior leadership and management at (African) universities.

3. International donor agencies and other agencies (such as UNESCO, IAU, AAU, etc.) that work in this field.

4. Evaluators and scholars in the field of higher education.

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