CHAPTER 2
THE CONTEXT OF
HELM TRAINING IN AFRICA

Johann Mouton, Paul Effah and Kalunde Pilly Sibuga

2.1 Background

Much attention has been paid to the managerial and organisational problems of universities in many developing countries. In general, in the face of increasing enrolments and increasing resource constraints, numerous studies (see, for example, Salmi¹) have identified low internal efficiency, poor managerial and administrative effectiveness, a lack of planning capability, low levels of leadership, a decline in academic quality, and an inability to utilise to best effect the extensive staffing resources of the university as some of the challenges. Such issues are, of course, not new and concern has been expressed for at least 20 years about the need for high-quality university managers in developing countries. However, few interventions were designed and implemented to address these challenges in a consistent (and sustainable) way, either by individual institutions or donor agencies.

Coombe² notes that governments have generally failed to fund improvements in university management, and that many of the donor agencies have often failed to devise and adopt constructive programmes in essential aspects of institutional management and planning. Although agencies such as UNESCO, the British Council, the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) and various American foundations such as Carnegie Corporation of New York and Ford Foundation have provided support for a number of such programmes, donor finance seems not to have been able to match institutional need.

Tumwine³ reports on the general absence of such training and development in Africa, and indeed its decline in countries like Nigeria from even the small previous base. Also writing primarily about HE in Africa, Lillis⁴ observes that although there has been substantial investment in management training to improve the quality of the school system, such training for the HE sector has received low or zero priority. More generally, the African Capacity Building Initiative (ACBI, 1992) drew attention to the generally poor state of management in much of the public sector in African institutions, despite a number of developments having previously been set in place, including the UNEDIL programme for creating a network of relevant training bodies, the Special Action Programme for Administration and Management (SAPAM), the UNDP Management Programme, the work of the Eastern and Southern African Management Initiative (ESAMI) in Arusha, as well as the ACBI’s own initiatives.

In 1987 the VCs of the universities in eastern and southern Africa issued the “Harare Declaration on Staff Development” which called for greater emphasis on coordinated training and development initiatives, including some for management and administrative staff. Although a number of initiatives have subsequently been implemented, the early programmes largely concentrated on

teaching staff. Over the past 15 to 20 years, programmes have shifted to target middle- and senior management. As outlined below, the various programmes launched by the AAU (SUMA, LEDEV and MADEV) as well as dedicated initiatives by Higher Education South Africa (HESA) and by the National Council for Tertiary Education (NCTE) in Ghana, have all begun to focus on the needs of VCs, DVCs, executive deans and other senior middle-management.

In a comprehensive analysis of the state of HE in Africa, Sawyerr argues that various innovations that came about in the late eighties and early nineties forced African universities, for the first time, to give consideration to the development of strategic plans.

The idea of strategic planning for universities has caught on in the last decade, with very strong encouragement from donor agencies and the AAU which, in collaboration with the Working Group on HE of the Association for the Development of Education in Africa (WGHE/ADEA) has produced a report and provided finance for the development of strategic plans in several universities and commissioned a survey of strategic plans at selected universities in Africa. At the moment, the Working Group is financing the study of innovations in higher education in Africa, and providing seed money for follow-up activities on strategic plans at selected universities.  

The report that Sawyerr refers to was the result of a joint workshop between the AAU and UNESCO on the CHEMS initiative (cf. below). But what is interesting in these comments, is the realisation by African universities, as Sawyerr points out, that there was a growing need for training in strategic management and leadership areas. This realisation in the early 1990s followed the disastrous effects of the World Bank’s structural adjustment policies on African countries and on the higher education systems in most countries on the continent. Part of the ‘recovery’ effort since then involved a growing understanding of the imperative of effective and efficient leadership and management at African universities.

2.2 Leadership and management courses: The early days

In 1993 a study done by CHEMS for UNESCO looked at the issue of strengthening middle-management skills in universities. Its author reported that in many developing-country universities increasing enrolments and declining resources had led to “poor managerial and administrative effectiveness” and “low levels of leadership”, while the accompanying decline, in some cases, in the quality of university administration was due in part “to a lack of trained middle-level staff to occupy effectively senior positions when vacated by experienced administrative officers”.  

In South Africa, the findings of two studies carried out by CHEMS in 1996 and based on a sample of 16 universities and ten technikons identified a “massive ... demand for training of staff at all levels” in all of the 15 management topics proposed by CHEMS as potential areas of need.  

A study by the staff development agency for UK universities, UCoSDA identified five key areas for management development and training within the UK university sector:

- strategic management
- operations management (including management of change and quality assurance/maintenance)
- resource/finance management
- people management
- information management.

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5 Ibid.
6 UNESCO 1993. Strengthening the skills of middle management.
7 UNESCO 1996. Survey of training providers on management for Commonwealth university staff.
8 Tumwine, 1996.
Not surprisingly, there is a strong degree of overlap between UCoSDA’s key areas and the topics chosen by the South African universities as their priority areas for training from the list presented to them by CHEMS. These are listed below in descending order of popularity:

- leadership
- strategic planning
- managing change
- decision making and governance structures
- managing budgets
- human resource management
- communication skills
- team work
- resource allocation
- negotiation/mediating skills
- managing meetings
- managing privatisation
- implementing computerised management information systems
- managing income-generation activities
- time management
- other (areas proposed were facilitation skills; interpersonal skills, goal setting).

When asked in the CHEMS survey what type of courses they would prefer, there was a widespread preference among staff of South African institutions for short courses, lasting no more than a week, while those for VCs/rectors and their deputies should preferably last only one to three days. Given the increasingly heavy workloads for most university staff, it is likely that this preference would be shared by personnel in other HE systems.

Most South African staff wanted training on campus or on a regional basis for a group of institutions; training at a national or international level was seen as viable only for senior staff. Among middle-level administrators, there was a marked lack of enthusiasm for distance-learning programmes, and most were against the idea that training should be part of an accredited, award-bearing course. In the UK, however, UCoSDA reported that “as credit accumulation and transfer schemes have gained currency, there has been a developing recognition of the potential benefits of accredited programmes of CPD for staff”; the authors do, nevertheless, weigh up the disadvantages as well as the advantages of accredited schemes.9

In a review conducted in 1999 (The Training Needs of Non-Academic Staff and the Current Providers of Middle Management Training in African Universities) by Dr Immaculate Wamimbi Tumwine (then Communications Officer at the AAU), he described in some detail the position concerning the training provision in African universities. At that time middle-management training existed in only a few institutions. Where it did, responsibility primarily rested with the individual university, although in the case of Nigeria, the National Universities Commission (NUC) did have an interest in staff development, and also appeared interested in extending its limited support to institutions.

In the past some steps were taken to encourage such training, particularly in Nigeria through the NUC. This took two main forms: through donor-supported training programmes (usually funded by the British Council) held either in Nigeria or in the UK, and by support to programmes on university administration run by Obafemi Awolowo University, Ife. Although such programmes are reported still to exist, they appear to be running on a much more restricted basis than previously.

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9 Tumwine, 1996.
In Ghana, university administrations themselves have made little provision for such training, but some use has been made of organisations such as the Management Development and Productivity Institute (MDPI) in Accra, the Ghana Institute of Management and Public Administration (GIMPA) in Achimota, and the Institute for Educational Planning and Administration which is part of the University of Cape Coast. Elsewhere, the AAU has attempted to coordinate provision where appropriate, and also to initiate new programmes, including a recent study programme on HE management in Africa, and a series of senior university-management workshops.

In southern Africa little provision has been made for middle-management training. In the past it appears that staff have been expected to have many of the relevant skills on appointment and to acquire the rest while in a post. Where such training has been provided, it has largely taken place at either general public-sector management units or within the private sector, for example, at the Zimbabwe Institute of Public Administration and Management (ZIPAM), Speciss College Zimbabwe, and the Institute of Management Development (IDM) in Gaborone. However, a small number of institutions are reported to be providing their own training, for example, the University of the Free State which has a certificate programme for its own staff.

Tumwine\textsuperscript{10} divides the available programmes into four categories:

- Regular short courses
- Certificate and diploma courses
- Postgraduate master’s degree courses
- Award-bearing courses taught by distance learning.

As examples of short courses he makes reference to the following: the ESAMI, Arusha, and the GIMPA ten-week course on higher education administration. His example of a diploma course is from Obafemi Owolowo University, Ife, Nigeria (Certificate and Diploma in Higher Education Administration) as is their master’s degree in Higher Education Administration.

Within Africa, Tumwine\textsuperscript{11} concludes that, although the desirability of management training was identified by almost all respondents, there has been little analysis of what form it should take. The evidence that was collected suggested the following:

- That provision for more junior middle-management staff (administrative officers and assistant-registrars, etc.) should emphasise the acquisition of basic skills in a practical way, with respondents suggesting training being delivered in a series of two to four-week workshops.
- For mainstream middle-managers (senior assistant-registrars) broadly based management skills were required by many universities, with staff needing to be taught principles of management, as well as a range of skills. Longer terms of training of up to ten weeks were suggested by some respondents.
- The respondents felt that more senior middle-managers (principal assistant-registrars and deputy-registrars) needed general-management training including personnel management, financial management, planning, and human and organisational behaviour. Many universities in Africa who responded to the request for information felt that senior middle-managers, particularly at the deputy-registrar level, should have a master’s degree, both for the direct benefit of the course of study leading to the qualification, and also because of the parity of status with academic staff that it would provide.

\textsuperscript{10} Ibid.
\textsuperscript{11} Ibid.
2.3 Leadership training programmes at the AAU: Senior University Management

By the end of the 1980s, the AAU had become greatly concerned about the absence of African scholarly input into the search for solutions to the crisis that had plagued African HE for over a decade. To help close the gap, the Association, with financial support from the Swedish Agency for Research Cooperation with Developing Countries (SIDA/SAREC) and the Government of the Netherlands, established a Study Programme on Higher Education Management in Africa in 1993 to develop local capacity for undertaking systematic research on issues of HE policy and management, and to increase the indigenous knowledge base for African HE policy making.

The results of the studies conducted in this programme highlighted a number of priority areas. These include the underutilisation of resources in public universities and the need for greater cost-consciousness; the relative insignificance of tuition-fee income in university finances and the case for a measure of cost sharing; and the over-subsidisation of municipal services, at the expense of direct academic inputs. Insights opened up by the research reports include the extent of untapped income potentially available in government departments for the support of applied research into areas related to their work – a potential source of additional resources for the support of research and postgraduate study. (This source could be readily tapped if only universities would market their capacities better to government departments, help the latter identify and develop their research needs, and then contract to provide them.) Another study developed a global-funding model for budget preparation and fund allocation for the university system, together with a consistent micro-model for the allocation of funds to departments and faculties. Also quite innovative was a survey of the social background of university students in one university, on the basis of which some very useful suggestions were made. These related to the rationalisation of HE funding policy to ensure that more costs were recovered from students from higher socioeconomic backgrounds, increased access for poorer students, while providing the level of resources needed for improvements in the quality of instruction.

The results of the work done as part of the AAU’s Study Programme have been disseminated through publication in professional journals.12 A summary report on the completed projects as well as the individual research reports are listed in periodic issues of the AAU Newsletter (see e.g. Vol. 5, No. 3, 1999), while some are published under the AAU Research Paper Series (see Appendix A for a list). Other forms of dissemination included seminar and workshop presentations to groups of African ministers of education and heads of national education commissions, university VCs, senior university faculty, and representatives of donors to African HE.

Senior University Management (SUMA) was first offered as a pilot programme during 1991. The first workshop (in Zimbabwe) was held mainly in English, which restricted attendance to participants from Anglophone countries on the continent. Participation was broadened in 1992, however, when the AAU organised a series of workshops using French as the working language (the first of which was SUMA 9). In preparation of SUMA 9, a seminar on the training of trainers was held from April 1–5, 2002 at the headquarters of the Association in Accra, Ghana. Four former rectors with rich experiences in the management of Francophone universities attended this intensive training seminar. They were:

- Professor Hassan Mekouar (Morocco)
- Professor Ahmadou Lamine Ndiaye (Senegal)
- Professor François Rajaoson (Madagascar)
- Professor Filiga Sawadogo (Burkina Faso).

Professor Denis Bérubé (Canada), who was already involved in the AAU’s SUMA programme, facilitated this seminar.

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Nine SUMA workshops were held between 1991 and 2002 across the continent. The dates and venues are listed in Table 2.1 below.

Table 2.1: Chronology of SUMA workshops

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<tbody>
<tr>
<td>1</td>
<td>1991</td>
<td>Harare, Zimbabwe</td>
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<td>2</td>
<td>1992</td>
<td>Bujumbura, Burundi</td>
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<td>3</td>
<td>1994</td>
<td>Arusha, Tanzania</td>
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<td>4</td>
<td>1995</td>
<td>Abidjan, Côte d’Ivoire</td>
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<tr>
<td>5</td>
<td>1997</td>
<td>Cape Town, South Africa</td>
</tr>
<tr>
<td>6</td>
<td>1999</td>
<td>Abuja, Nigeria</td>
</tr>
<tr>
<td>7</td>
<td>2000</td>
<td>Gaborone, Botswana</td>
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<td>8</td>
<td>2001</td>
<td>Cairo, Egypt</td>
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<tr>
<td>9</td>
<td>2002</td>
<td>Ouagadougou, Burkina Faso</td>
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</table>

The typical attendance figures and workshop topics are illustrated in the seventh SUMA workshop that was held from September 23 to 29, 2000, at the Gaborone Sun, Gaborone, Botswana. The workshop brought together over 24 university leaders, including ten VCs and DVCs. They came from all parts of Africa: Angola, Botswana, Cameroon, Egypt, Ghana, Kenya, Malawi, Mozambique, Rwanda, South Africa, Sudan, Swaziland and Tanzania, and the workshop covered these broad themes:

- Gender and institutional culture
- Resource allocation and financial diversification
- Research management
- Strategic planning
- Staff and student issues
- University governance.

Closer inspection of the workshop report showed, quite interestingly, that most presenters included a list of scholarly readings – in some cases also by African scholars – in their preparatory materials for the workshops. A selection of these titles is presented below:

**Institutional culture: General (Berube/Mama)**

- Joan Acker, “Hierarchies, jobs and bodies: A theory of gendered organisations”.
- Catherine Itzin, “Gender, culture, power and change: A materialist analysis”.
- Isabel Phiri, “Gender and academic freedom”.

**Strategic planning (Benneh)**

- John H. Farrant, “Strategic planning in African universities”.
- George Keller, “Shaping an academic strategy”, in Academic strategy: The management revolution in American HE.
- Henry Mintzberg, “The fall and rise of strategic planning”.

**Staff/student policies (Daniel)**

- Jolly Mazimpaka & G.F. Daniel, “Post-genocide restructuring of HE in Rwanda, an overview”.

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Research management (Benneh)

- Berit Olson, “The role of research in African universities”.
- David Court, “Re-creating an intellectual ethic in African universities”.
- Kenneth Prewitt (ed.), “Networks in international capacity building: Cases from sub-Saharan Africa”.
- Thandika Mkandawire, “Notes on consultancy and research in Africa”.

Managing institutional pressures (Sawyerr)

- M.J. Smith, “Leadership in a crisis: does it make a difference?”
- Estela Bensimon, “The meaning of ‘good presidential leadership’: a frame analysis”.
- Burton Clark, “Collegial entrepreneurialism in proactive universities: Lessons from Europe”.
- Peter Eckel et al., “Reports from the road: Insights on institutional change”.

After having run for a decade, a review of the SUMA workshops was commissioned during 2003. The subsequent report recommended that future workshops needed to differentiate between two related but distinct aspects of HE leadership and management training, namely, (1) HE studies and (2) leadership development and management training. Within the latter, a further distinction was drawn between leadership development and management training, reflecting different capacity-building requirements. This led to the development of the LEDEV and MADEV workshops that commenced in 2003.

2.4 LEDEV – leadership development workshops

In 2003, having gained credibility among its member institutions, African governments, development partners and the global higher education community, the AAU launched a new strategic plan (for the period 2003 to 2010) in order to provide effective support for African HEIs in their core functions of teaching and learning, research and service to their communities. This was aimed at enhancing the impact of the African higher education community and its institutions on national, regional and global affairs, and policy. An additional goal was to provide efficient management of the Association, with sound programme-implement tion capacity and a secure resource base.

The broad aim of LEDEV was to enhance the leadership skills of university leaders, particularly promoting innovation and managing change. This would be achieved through intensive participant interaction over carefully selected case studies and other material, and lead lectures, in a process facilitated by eminent resource persons.

The AAU LEDEV built on SUMA, incorporating the outcome of a survey of similar programmes in Africa and beyond. Participation was drawn from the leadership of Africa’s HE, with a particular focus on newly appointed rectors, VCs, DVCs of public and private institutions, university council members, as well as heads of national and regional higher education regulatory agencies.

The main target groups for LEDEV were:

- VCs, rectors, presidents and principals
- DVCs, deputy rectors, and vice-presidents
- Directors of institutes, deans of faculties
- Members of university councils
- Heads and deputy heads of HE regulatory agencies.
The programme documents articulated the following expected learning outcomes:

- Increased awareness of leadership issues, and the sharing of experiences among senior university executives to enhance their innovative leadership capacity
- Improved networking
- Inspiring, responsive and innovative leadership
- Better strategic planning and direction-setting.

The main themes of LEDEV were selected from the following:

- Financial management: resource mobilisation and allocation; financial analysis, reporting and performance monitoring
- Institutional culture, gender and change
- Conflict management and resolution
- Quality assurance
- University leadership and the fight against HIV and AIDS
- ICT and research and education networking.

To ensure effective interaction and exchange, the number of participants at each workshop was limited to a maximum of 40. Participation was open to all involved in HE leadership; preference was given to persons in universities and equivalent institutions holding the positions listed above.

The workshops involved a whole range of pedagogic modes and contents. Workshop materials were discussed and deliberated upon through intensive participant interaction over carefully selected case studies and other material, with lead lectures and group work, in a process facilitated by resource persons. During the final module, “From theory to action”, participants were encouraged to reflect on the lessons of the previous eight days and, on that basis, select a set of measures which fell within their mandate at their home institutions, and which they could implement on their return. The idea was that within six months each participant was to share a report on their progress with the AAU and their colleagues. Three selected participants presented their proposals to the group as a basis for a thorough exploration of how to construct realistic and actionable proposals. In turn, the presenters received constructive comments on their proposals.

The first LEDEV workshop was held between August 13 and 25, 2007 in Windhoek, Namibia and included the following topics:

<table>
<thead>
<tr>
<th>Module</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of institutional leadership in quality assurance</td>
<td>Singh</td>
</tr>
<tr>
<td>The role of leadership in the fight against HIV and AIDS</td>
<td>Chetty/Wane/Otaala/Owino</td>
</tr>
<tr>
<td>Organisational analysis and change in African Universities</td>
<td>Mama</td>
</tr>
<tr>
<td>Gendered organisational analysis and change for African universities</td>
<td>Mama</td>
</tr>
<tr>
<td>CT and research and education network</td>
<td>Barry</td>
</tr>
<tr>
<td>Financial planning and budgeting</td>
<td>Berube</td>
</tr>
<tr>
<td>From theory to action</td>
<td>Sawyerr</td>
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</tbody>
</table>

The second AAU LEDEV was held at Hôtel des Mille Collines in Kigali, Rwanda, 23 April to 2 May 2008. The event, hosted by the Kigali Institute of Science and Technology (KIST), brought together 27 participants – two VCs, three DVCs, an executive director of a national council on HE, and 21 other senior academics and university managers – from seven countries in Africa. Six of the participants were women. The workshop was funded principally under the AAU Capacity...
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Development Project for the Revitalisation of African Higher Education Institutions (AAU-CADRE) financed by the African Capacity Building Foundation (ACBF), with a supplementary grant of US$ 9,540 from the Swedish International Development Agency (SIDA), Lusaka.

Five more workshops have subsequently been held in Dakar, Senegal (October 2009), Mombasa, Kenya (September 2010), Victoria Falls, Zimbabwe (September, 2013), Ouagadougou, Burkina Faso (November, 2013) and Kampala, Uganda (February, 2014).

2.5 MADEV – management development workshops

The MADEV Workshop Series was a new addition to the AAU’s Leadership and Management Programme and a follow-up to the Association's SUMA Workshop Series which ran from 1991 to 2003.

Broadly, the MADEV series aimed at enhancing the development of professional skills of managers of HE institutions by equipping them with management skills and attitudes that would help them appreciate the environment in which they were operating and effectively use resources at their disposal towards the achievement of organisational goals. MADEV targeted pro-/DVCs, vice rectors, deans, deputy deans, directors/coordinators of institutes and heads of academic departments.

The following learning outcomes were formulated for the MADEV workshops:

- Efficient and effective management capacity and better service delivery in African HEIs
- Increased collaboration and networking among university middle-managers across the continent
- Responsive and effective approaches to challenges of institutions of HE
- Better strategic planning in HEIs.

The first MADEV workshop was held at GIMPA in Accra during March 2008. Eleven modules were covered during the workshop. The table below summarises the content and names of presenters of the eleven modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Strategic thinking and management</td>
<td>Adei</td>
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<tr>
<td>Managing university departments and faculties</td>
<td>Badu</td>
</tr>
<tr>
<td>Project management</td>
<td>Amposah and Appaih</td>
</tr>
<tr>
<td>Quality assurance and accreditation</td>
<td>Badu and Kufuor</td>
</tr>
<tr>
<td>Team building and negotiation skills</td>
<td>Appiah</td>
</tr>
<tr>
<td>Communication and PR</td>
<td>Pratt and Quayson</td>
</tr>
<tr>
<td>Leading bureaucratic organisations within African cultural context</td>
<td>Luhanga and Adei</td>
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<tr>
<td>HR management</td>
<td>Owusu-Numako</td>
</tr>
<tr>
<td>Financial management</td>
<td>Cudjoe and Quayson</td>
</tr>
<tr>
<td>Personal organisation</td>
<td>Adei</td>
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<tr>
<td>HIV and AIDS challenges in HE</td>
<td>Anarfi and Wani</td>
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</table>

The second MADEV workshop was hosted by Mzumbe University in March 2009 at Morogoro in Tanzania. Facilitators included representation from the following universities: Mzumbe, Dar es Salaam and GIMPA. Overall 33 participants from 12 African countries attended namely: Botswana, Eritrea, Ethiopia, Ghana, Kenya, Lesotho, Nigeria, Rwanda, South Africa, Tanzania, Uganda and Zimbabwe.
PART ONE ISSUES AND CHALLENGES

Workshop sessions were preceded by introductory lectures by resource persons, followed by interactive discussion, short workshops, group discussions and exercises. The curriculum for MADEV II was varied slightly to reflect recommendations arising from the review of the first workshop. The themes explored included the following:

Table 2.4: MADEV II modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>General principles in management</td>
<td>Matiku</td>
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<tr>
<td>Personal organisation</td>
<td>Matiku</td>
</tr>
<tr>
<td>Strategic thinking and planning in management</td>
<td>Kuzilwa</td>
</tr>
<tr>
<td>Managing university faculties and departments</td>
<td>Mgasa</td>
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<tr>
<td>Project management</td>
<td>Nkya</td>
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<tr>
<td>Total quality management</td>
<td>Kimeme</td>
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<tr>
<td>Financial management</td>
<td>Kasilo</td>
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<tr>
<td>Human resource management</td>
<td>Itika</td>
</tr>
<tr>
<td>Communications and public relations in the university context</td>
<td>Pratt</td>
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<tr>
<td>ICT in university management</td>
<td>Kamuzora</td>
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<tr>
<td>HIV and AIDS challenge in HEIs</td>
<td>Mbilima</td>
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</tbody>
</table>

The third MADEV workshop was held in Botswana between 24 May and 5 June 2010. Twenty-seven participants attended from nine African countries, namely, Botswana, Cameroon, Ghana, Kenya, Liberia, Nigeria, Sudan, Uganda, Zambia and Zimbabwe. The workshop orientation and mode remained the same as the previous workshop. Workshop sessions were preceded by introductory lectures by resource persons, followed by interactive discussion, short workshops, group discussions and exercises. The curriculum was varied, taking into account suggestions from MADEV II. The number of modules was reduced from 11 to eight.

Table 2.5: MADEV III modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>General principles in management</td>
<td>Pansiri</td>
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<tr>
<td>Strategic thinking and planning in management</td>
<td>Muranda</td>
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<tr>
<td>Managing university departments and faculties in the African context</td>
<td>Totolo</td>
</tr>
<tr>
<td>Total quality management</td>
<td>Kimeme</td>
</tr>
<tr>
<td>Financial management</td>
<td>Hove</td>
</tr>
<tr>
<td>Communication and public relations within the university context</td>
<td>Pratt</td>
</tr>
<tr>
<td>ICT in university management</td>
<td>Kamuzora</td>
</tr>
<tr>
<td>HIV and AIDS challenge in African universities</td>
<td>Mbilima</td>
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</table>

No information (according to the AAU website) is available about any workshops after 2010.

2.6 Country-specific programmes

Our discussion in this chapter thus far has focused on programmes in leadership and management that were offered across the continent, and most notably by the AAU. These programmes had a very clear, structured content. Although the presenters differed, the themes and contents of the workshops were very similar. While the AAU presented these courses, individual African countries also developed their own training programmes to meet their specific needs. Most of these programmes originated in the past decade and, in some cases, fed directly to the current leadership and management programmes of the national commissions and councils for education in Tanzania, Uganda and Ghana which are supported by Carnegie Corporation of New York.
Ghana

As this chapter has shown, structured and systematic leadership training for academic managers in HE in Africa is a relatively recent phenomenon when compared to business and industry and only began during the early 1990s when the AAU initiated its Senior University Management (SUMA) training programmes.

With the AAU’s headquarters being in Ghana, the SUMA training benefitted the HEIs in Ghana in two ways. Firstly, it raised awareness of the training and underscored its importance and secondly, it equipped some of the senior faculty and administrators as resource persons and participants. The impact of the SUMA training was, however, limited because of its scale of operations. (Only about thirty participants were involved.)

This period coincided with the appointment of Paul Effah as the Executive Secretary of the National Council for Tertiary Education (NCTE) in Ghana, and he identified the urgent need to address some of the skills gaps in the performance of senior university managers and the councils of the various institutions. His first step was to seek funding from the Association for the Development of Education in African (ADEA) Working Group in Higher Education to develop a manual for the training of university council members, since the councils appointed the senior university managers, including the VCs. It was not an easy beginning. Initial comments from some of the VCs and registrars were very discouraging, because, as it was noted, universities were not considered to be business concerns and business principles could not easily be applied to universities. Another intimidating issue was how relatively junior colleagues would gain the respect of a gathering of very senior colleagues on subjects which some of them had had decades of academic experience.

Two strategies were adopted to address these concerns. The first was to invite a highly respected academic, Professor Henrietta Mensa-Bonsu from the Faculty of Law at the University of Ghana, Legon, to jointly prepare the training manual with Effah, using Effective Governance (1999), a book written in South Africa by Fred Hayward and Daniel Nicayiyana. This provided the framework for this new manual on governance in Ghana, which was urgently needed as a number of mistakes were beginning to be noticed in the administration at some of the HEIs, particularly the newer ones. Due to changes in government, new appointments of people inexperienced in HE administration had been made to the various councils.

Another strategy was to undertake a comprehensive review of many other manuals and to make the Ghana manual reader-friendly. Arguably the most effective approach was to have the draft manual reviewed by leaders in Ghanaian HE, the likes of Prof. Alex Kwapong, the first African VC of the premier university, the University of Ghana; Dr E. Evans-Anfom, a former VC and chairman of the then National Council for Higher Education; Professor George Benneh, Chairman of the NCTE; Dr R.B. Turkson, former dean of the Faculty of Law, University of Ghana; and Mr William Saint of the World Bank.

After their comments had been taken into account, the revised draft was sent to all members of councils, before planning and organising a workshop. Feedback from the first workshop was good, and so following its success, the NCTE decided that all newly appointed councils should go through a similar orientation. It was the enthusiasm generated from this workshop on governance which led to the next step, which was to prepare another manual for training VCs and heads of other tertiary education institutions. Carnegie Corporation of New York also provided funding for the preparation of a strategic plan for the NCTE and additional funding for a book on academic leadership. Two other manuals were written jointly by Paul Effah and Henrietta Mensa-Bonsu on conflict resolution.

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13 This section was contributed by Prof. Paul Effah.
A process similar to that adopted for the draft on Governance of Tertiary Education Institutions in Ghana was followed. The VCs and other senior university managers reviewed the drafts before they were used as the basis for the leadership training, and the NCTE similarly decided that all newly appointed heads should go through that kind of training. It is significant to note that after the first workshop, the Committee of Vice-Chancellors and some of the institutions decided to fund these training programmes. In some cases, the individual institutions invited the NCTE resource persons to facilitate the workshops in their institutions.

Thus, a number of things provided the foundation for the leadership training in the universities in Ghana. The first was strong, decisive leadership at the system-wide level committed to the training; the second was the development of manuals written by people with sufficient authority and seniority in HE; and the third was the institutionalisation of the training programmes by the NCTE.

The first workshop for VCs and other university leaders took place at Agona Swedru in the Central Region of Ghana on 2 and 3 December 2002. Twenty-six participants made up of VCs, pro-VCs, registrars and finance officers of public universities attended the workshop. The Chief Director of the Ministry of Education also attended. The topics covered and their respective resource persons are listed in the table below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership development</td>
<td>Paul Effah, Executive Secretary, NCTE</td>
</tr>
<tr>
<td>The academic environment</td>
<td>Prof. F.O. Kwami, former VC, Kwame Nkrumah University of Science and Technology</td>
</tr>
<tr>
<td>The role of leadership in successful strategic planning</td>
<td>Dr Fred Hayward, American Council on Education, USA</td>
</tr>
<tr>
<td>Leadership and conflict management and resolution</td>
<td>Prof. Henrietta J.A.N. Mensa-Bonsu, Faculty of Law, University of Ghana, Legon</td>
</tr>
<tr>
<td>Leadership at the institutional, faculty and departmental level</td>
<td>Prof. S.K. Adjepong, former VC, University of Cape Coast</td>
</tr>
<tr>
<td>Business Strategy Simulation</td>
<td>Martyn Mensah, BDC Consulting, Accra, Ghana</td>
</tr>
</tbody>
</table>

The presentations generated a lot of interest and were rated highly by the participants. Some of the comments of the participants included the following:

- Extremely useful presentations
- Excellent presentations, demonstrating rich experience
- Good overview on management of tertiary education institutions with important revelations about the position of librarians
- More illustrations and case studies should be included in future presentations
- The resource persons demonstrated in-depth knowledge of all the structures constituting the academic environment

This first workshop was typical of the training workshops which characterised the tertiary education landscape for university council members, managers and leaders of institutions in Ghana between 2001 and 2010. These training programmes provided support and motivation for the submission of the most recent proposal (2010) to Carnegie Corporation of New York and led to the new block of training programmes conducted in Ghana since 2010 under the auspices of the NCTE (see Chapter 5).
Tanzania

In Tanzania, the growth of the HE sector throughout the 1970s and early 1980s was slow, primarily due to governments emphasis on developing primary education, which led to the introduction of universal primary education in the mid-1970s. In addition, there also was very little demand for HE at the time since the existing policies did not allow for the establishment of private HEIs in the country. This meant that HE was exclusively in the public sector. Because of limited resources, the sector could not grow sufficiently to meet the needs of the country. As a result, HE remained the privilege of an ‘elitist’ group and was only a dream for most potential candidates.

During the late 1980s and 1990s, Tanzania embarked on efforts to liberalise its political and socioeconomic policies. The liberal reforms culminated in increased demands for social services, including HE. Based on that expectation, the government decided to establish the Open University of Tanzania in 1992 in order to expand HE student enrolment capacity in the country. But by 1995 Tanzania still had only three universities – all public – namely the University of Dar es Salaam (UDSM), Sokoine University of Agriculture (SUA) and the Open University of Tanzania (OUT). In addition, most leaders of the three universities (UDSM, SUA and OUT) were products of UDSM, which had established a good academic and institutional reputation.

The political and socioeconomic reforms that were initiated in the late 1980s became more diversified in the 1990s, enabling the private sector to play a major role, not only in economic activities but also in the provision of HE. The first private universities were established in 1996, namely, Hubert Kairuki Memorial University, Makumira University College, and Kilimanjaro Christian Medical College, the latter two being constituent colleges of Tumaini University. This development heralded an unprecedented expansion of HE in the country. Furthermore, Tanzania had begun to witness growing public awareness of the importance of education at all levels, including HE, for socioeconomic development. This led to an exponential increase in the demand for access to HE, which opened opportunities for increased private-sector engagement in the HE subsector.

As a result, there has been a steady increase in the number of both public and private universities and universities colleges since the mid-1990s. With the increase in the number of such institutions, and having realised the need to regulate the operations of the institutions, the Parliament of Tanzania enacted the Universities Act No. 7 of 2005, establishing the Tanzania Commission of Universities (TCU) which was then mandated to recognise, approve, register and accredit universities among other things. By November 2013, the list of institutions registered with the TCU comprised 28 universities (17 private) and 19 university colleges (15 private).\(^1\)

The official recognition of universities by the TCU is a process that culminates in the issue of an official charter by the President to the university or university college in question. In the case of public universities, the charter, among other things, stipulates the procedures for appointment of leaders (VC and DVC) and top managers (principals, deans and directors), as well as the middle-level managers (heads of departments) of universities. However, there is no clear indication of the qualifications or training requirements for persons appointed to such positions. Not surprisingly then the rapid increase in the number of universities and university colleges over this period created a sudden upsurge in the demand for leaders and managers, and some relatively young and inexperienced staff were appointed. It even became quite common practice for persons in mid-career or from the lower rungs of the academic ladder, with little or no experience in administration and without any formal training, to be appointed to positions of VC, DVC, directors and deans. Consequently, there were situations where the knowledge and skills of the appointed persons fell far short of the leadership and management skills normally required to deal with the challenges of diverse and large populations of staff and students. This was evident in the response of leaders and managers of universities to the training needs-assessment survey that was conducted prior to the formulation of the TCU-implemented project, Human Resource Capacity Building for Institutional Management in Tanzanian Universities (2009–2011). (See Chapter 3 for more detail.)

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\(^1\) This section was contributed by Prof. Sibuga.

\(^2\) See www.tcu.org.
Act No. 7 of 2005 also mandates the TCU to oversee institutional management processes at all universities in the country in order to regulate the HE management system. Accordingly, when the TCU formulated their capacity-building project, leaders and managers from both public and private universities and university colleges approved by the TCU were eligible for training. In the formative stages of the project, it became apparent that issues of gender ought to be given due consideration. Historically, the involvement of women in HE in Tanzania has always lagged behind that of men. This has resulted in an imbalance in gender representation in almost all university leadership and management positions. The socialisation of girls in which leadership and management are portrayed as the domain of men has to a large extent excluded women from leadership and management positions in universities and university colleges across Tanzania. Furthermore, the lack of institutional frameworks to motivate female academics to aspire to leadership positions has placed women at a disadvantage. The TCU project sought to address this by specifically targeting the involvement of upcoming female academics as one of the project objectives.

The establishment of new universities, as pointed out earlier, created increased demand for skilled institutional managers. In almost all cases, leaders and managers for the new universities were drawn predominantly from existing universities. While this created an opportunity for personal advancement, the potential pool of leaders and managers at the older university was reduced. In view of the ongoing policy reforms in Tanzania, universities needed to have leaders and managers who could function within the framework of emerging policies and fulfil their roles and functions as part of the reform process. In summary then: the proliferation of universities in the quest to broaden higher education opportunities began to outstretch the pool of potential leaders and managers. More often than not, the majority of men and women who were appointed to lead and manage universities and colleges were ill-equipped to do so. Furthermore, the absence of opportunities and/or requirements for them to undertake ‘in-service’ training following appointment helped to perpetuate existing management inefficiencies, which resulted in dissatisfied staff and students, and loss of standing in the global HE arena.

The TCU was therefore highly motivated to initiate efforts to increase the country’s preparedness in meeting the leadership and management needs and challenges of the existing and newly founded universities. The TCU aimed to use experiences gained from this human resource capacity-building project to nurture the evolution of an institutional framework within and/or outside the TCU to establish and sustain similar training (with funding from government) to follow on from the Carnegie-supported project.

**South Africa**

HESA was formed on 9 May 2005 as the successor to the two statutory representative organisations for universities and universities of technology – the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). The formation of HESA was in part driven by the restructuring of the HE sector, but more importantly, it was a response to the need for a strong, unified body of leadership.

The HESA office runs various programmes and a range of projects. These programmes offer support to the HE sector in the areas of capacity development for leadership, improved enrolment services and assisting students and staff in the mitigation of the HIV and AIDS epidemic. One such programme is Higher Education Leadership and Management (HELM). HELM defines its mission as follows: to explore and create dynamic leadership solutions that address organisational and individual capacity needs in South African HE. Its underlying aim is to guide, assist and support HE leaders and managers to successfully navigate the constant challenges of change and effectively interpret the operational impact of internal and external drivers.
As early as 2000, SAUVCA (HESA’s predecessor organisation) recognised that there was a critical need for leadership and management development in South African institutions, where capacity was limited. To this end, SAUVCA members supported the development and implementation of a leadership and management capacity-building programme. The overarching objective of the programme was to provide training in leadership and management to the middle-level and senior executives of the 23 public universities. The programme aims were:

- To improve the quality of leadership of South African Universities in light of the rapidly changing landscape of the HE system and in the context of diminishing resources
- To keep abreast of the changing policy environment of the HE system
- To inculcate policies and procedures that would ensure the production of graduates of a high quality to meet the exacting human-resource needs of the country
- To implement a culture of continuous quality improvement
- To ensure effective and efficient operations of the university for optimum outcomes with diminishing resources
- To ensure transparency, accountability and reliability in decision making
- To increase the output of postgraduates and the quantum of research
- To ensure that graduates, in addition to acquiring skills and knowledge, were trained as critical citizens in a post-apartheid democratic society
- To embrace a broad programme of transformation in an endeavour to reverse the handicaps the apartheid era instilled in the majority of the population
- To connect the university to local, national and international partnerships in order to leverage global skills, knowledge and expertise
- To ensure that universities are embedded in their local context and that they utilise their expertise and resources for the development of the community.

Since 2002, HELM has delivered 37 executive development events, attended by more than 1,000 senior and middle-managers, from VCs to heads of schools and departments. It provides up-to-date and relevant knowledge on the core aspects of leadership and management within the sector. An important by-product of these events are the ongoing relationships and support networks between senior- and middle-managers that HELM has facilitated.

By 2005, HELM had reached 187 senior managers in HEIs across South Africa. The most comprehensive offering occurred in 2005 when 12 programmes were offered – including a new initiative known as *Thematic Workshops*, which attracted a cross section of management interested in a particular theme. Another initiative launched during this period was preparation for a Certificate in Higher Education Management which HESA offers (from June 2006) in association with the University of the Witwatersrand’s School of Public Development and Management.

Another initiative launched in the same year, was the Women in Higher Education Leadership (WHEEL) programme, in partnership with UNCF and USAID. The pilot programme (in 2006) offered leadership and management-development opportunities to 20 women in senior positions through mentoring and coaching workshops, and participation in HELM’s Certificate in HE Management Programme. WHEEL built on the successes of the Gender Equity Support programme at the historically disadvantaged institutions, which formed part of the Tertiary Education Linkages Project (TELP). Through consultations and discussions, it has emerged that, in future, rather than running a national programme such as WHEEL, HESA will undertake an audit and scan of existing institutional initiatives that promote the development of women as leaders in HE.
There are currently two components to the HELM Programme. The first is the HESA Fellows Exchange component, which allows participants to be placed in host institutions for a period of six weeks, under the tutelage of an experienced mentor. Second, is the LEAD component, which focuses on middle-management professionals.

**The HESA Fellows Exchange Programme**

The HELM ACE Fellows Programme 2009 for Executive Managers provides opportunities for executive managers to participate in the International Links Programme. The objectives of the programme are:

- To provide opportunities for developing professional management skills and competence through a mentoring programme with executive management in a US HE institution
- To provide opportunities for sharing leadership and management experiences and expertise in an international context
- To build international networks with colleagues in US HE institutions
- To facilitate personal development for the benefit of the individual and his/her nominating institution.

All executive managers at South African universities are eligible for nomination. For this purpose, executive managers include deputy vice-chancellors, registrars, executive deans and executive assistants/directors/special advisors to the VC. The programme takes place over approximately five weeks.

Three candidates are selected to attend a week-long ACE Fellows Programme Seminar (during August) and then spend the rest of the time working with senior leaders (including the President/CEO) at a US HE institution, in a ‘shadow-management’ capacity. Successful candidates are informed of the host institutions in the USA prior to their placement. HESA covers the registration fee for the ACE Seminar, and a reasonable allowance for living expenses. The institution is required to cover all travelling costs for the nominated fellow.

**The LEAD Programme**

LEAD is a component of HELM that serves as an entry point for professionals interested in a career in middle management within our universities. The LEAD Programme provides exciting opportunities for qualified individuals to develop their experience, knowledge and skills and to serve as middle-managers in our university sector, while also contributing to the development and advancement of their own institutions. The Programme aims to develop a talented pool of seasoned middle-management professionals who can then be drawn upon by individual universities to replenish middle-management functions in the short to medium term, and senior management functions in the long term.

The duration of the Programme is for a period of up to three months, depending on the participants’ performance. Successful applicants are required to attend two residential five-day workshops during the programme. The workshops are facilitated by experts from the sector on a range of management challenges. Case studies that relate to issues such as HE policy and regulatory framework, strategic planning within HE, financing HEIs, resource management (people, infrastructure and finance) and management of change are used during the workshops.

To provide opportunities for participants to build their competencies and to apply their expertise, a focus of the programme is on university operations. While assignments vary depending upon the specific needs of the experts, participants work as entry-level or mid-level managers. To this end, high-level practitioners and experts from the HE sector and networks are invited to share their knowledge and experience with the participants. Participants receive feedback on work performance and developmental needs through regular discussions and reviews.
Chapter 2 The context of HELM training in Africa

In broad terms, the main features of the programme are as follows:

**Module 1: Academic policy and planning**

The purpose of this module is to contextualise HE within its policy, regulatory, socioeconomic and global environments. The module provides an introduction both to international and local trends in HE, and provides a specific focus on the academic planning requirements in the local context. The content for this module includes international trends in HE, the South African HE legal framework and policy context, legislated structures of governance in South African HE, policy steering and national and institutional plans.

**Module 2: Governance and strategy**

The purpose of this module is to enhance understandings, analysis and the application of governance and leadership concepts and techniques within the HE context. The content for this module includes institutional governance, strategic leadership and management, strategic planning for institutions and challenges facing managers in transforming institutions.

**Module 3: Systems management**

The purpose of this module is to introduce participants to the management of key systems in HE. The content of this module includes information management, quality management in HE including performance indicators, funding and financial management and programme and project management.

**Module 4: Managing people and change**

The purpose of this module is to explore contemporary understandings and applications of organisation development and change, with a specific focus on human resource management and development. The content of this module includes organisational theory and design, organisational culture, change management, human resource management and performance management in HE.

At the conclusion of the programme, the participants are expected to be able to:

- Demonstrate an understanding of the socio-political environment as it impacts on HEIs, as well as an understanding of the global challenges facing HE
- Demonstrate an understanding of the key policy documents and steering mechanisms of the South African HE policy context
- Have acquired key leadership and management concepts and issues to enable the participant to apply systems thinking in designing innovative and effective management approaches
- Have acquired and demonstrate the ability to engage in contemporary debates of institutional management, organisational responses and performances in relation to benchmarks and standards with a view to developing individual responses tailored to use within institutions
- Critically reflect on their practices as institutional managers, analyse complex organisational issues and apply higher-order intellectual skills to these situations
- Work effectively as a member of a team, including undertaking self-directed learning and contributing to group learning.
PART ONE ISSUES AND CHALLENGES

This programme prioritises informal development practices (i.e. roundtable debates, networking, public lectures, mentoring and coaching) to enable the participants to reflect on what they learn in real-life situations and apply their learning to their own environments. A distinction is made between intellectual and organisational leadership. There has always been intellectual leadership in universities because all good researchers seek to be at the forefront of their disciplines. But organisational leadership, to do with getting the structures right, effecting the balance between trust and control, and securing institutional change is a different matter. This kind of leadership is about organising academic workers so as to advance institutional successes within the chaos and contradiction that is a university.\(^\text{18}\)

The LEAD Programme provides qualified individuals exciting opportunities to develop their experience, knowledge and skills, to serve as middle-managers in the sector. This programme is ideally targeted for those who are currently working as:

- Head of schools
- Head of academic departments
- Directors
- Deputy-directors.

Typical participants are those who:

- Hold a master’s degree (or equivalent)
- Have a minimum of five years’ relevant work experience in HE
- Are under 45 years of age (as the LEAD Programme is for middle-management professionals)
- Possess a high degree of personal commitment and professional orientation
- Have had some initial work experience in a middle-management position within the HE sector
- Are committed to attend the two compulsory workshops
- Are available for the whole period of the Programme (from January to April each year) and who will attend all the planned activities.

The Programme will cover all the costs of participation for successful candidates, including travel, full board and lodging, visa fees and health insurance where required.

2.7 New initiatives

In addition to the AAU and country-specific programmes discussed in the chapter thus far, there are a few new training programmes emerging for managers at African universities. Perhaps the most ambitious is an initiative by the Regional Universities Forum (RUFORUM) for Capacity Building in Agriculture. RUFORUM is a consortium of 25 universities in eastern, central and southern Africa (ESA) that was established in 2004. It is registered as an international non-governmental organisation (NGO) and has a mandate to oversee graduate training and networks in the region. RUFORUM recognises the important and largely unfulfilled role that universities play in contributing to the wellbeing of small-scale farmers and the economic development of countries throughout the sub-Saharan Africa region. This contribution is made through providing the rural development workforce with highly qualified graduates who are able to produce and disseminate demand-driven, development-oriented applied research through participatory processes with other researchers, farmers, policy makers and business.

RUFORUM’s mission is to strengthen the capacities of universities to foster innovations that are responsive to the needs of small-holding farmers and that will result in agricultural policy and practice reform. Achieving this demands good leadership and management, which remain a key challenge for most African university administrators.

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Chapter 2 The context of HELM training in Africa

According to RUFORUM, the weak management systems in universities in the ESA region are manifested through ineffective communication, poor resources management, inadequate funding and a lack of quality assurance. The RUFORUM Secretariat, with the support of ACP-EU EDULINK, has just launched a three-year regional project – Catalyzing Change in African Universities (CCAU) – aimed at developing leadership, management and cross-cutting professional competencies of university managers and lecturers. RUFORUM is currently looking for a service provider to facilitate the implementation of selected activities in its Result Area 1.

The overall objective of this programme is to facilitate the development of improved capacities and enhanced skills of university senior managers in leadership and management, in order to ensure continued relevance and visibility.

The specific objectives for the consultancy service include:

- Strengthening the leadership and management competencies of university senior managers
- Designing course modules, materials and models for training and learning sessions for change management
- Developing a university senior managers’ leadership and management learning and mentoring framework
- Designing a strategy for follow-up (M&E) and scaling up and expanding the programme to all RUFORUM universities.

The specific tasks will include:

- Identifying institutional gaps in leadership and management in three target universities (Makerere University, Sokoine University of Agriculture and the University of Malawi)
- Designing short training modules for senior managers (including VCs and their deputies, directors, registrars, deans and graduate school heads among others)
- Producing training modules and resource materials
- Conducting workshops
- Facilitating regional reflective learning sessions
- Developing an e-platform for virtual learning and sharing
- Establishing internal peer learning groups
- Conducting follow-up sessions for managers and obtaining feedback from managers and their peers.

It is envisaged that the programme would generate the following outputs:

- A refined implementation process, with a developed framework of knowledge and established project administration structures
- Strengthened leadership and management competencies of university senior managers, including in aspects of financial management
- New cross-cutting professional skills (including interpersonal skills) for lecturers and junior university staff such as heads of departments and programme managers
- The identification and piloting of international good practices for the efficient management of university programmes
- Enhanced partnerships for effective networking and institutional change management.

The main approach to implementation will be through short skills-enhancement courses, tailored for the targeted institutions and managed over a three-year period. The training will be enhanced through mentoring and professional networking within the sub-region. The process will require an iterative set of short learning sessions, followed by practice and periodic lesson-sharing.
The action seeks to support ongoing efforts by RUFORUM to build adaptive university management structures in its member universities. It also builds on the Africa-USA HE collaboration, the FARA NARS assessments, which called for new approaches and innovative initiatives to address critical human and institutional capacity deficiencies in African universities and research systems. It is thus complementary, and will build synergy with the FARA programme on Strengthening Capacity for Agricultural Research for Development in Africa. The project also complements the work of the AAU Mobilising Regional Capacity Initiative, which aims to strengthen networking among African HEIs. A key component in all these efforts is that of strengthening the leadership and management of HEIs in Africa. The partner institutions involved in this initiative are: Makerere University, Uganda; the University of Malawi; Sokoine University of Agriculture, Tanzania; and the University of Greenwich, UK.

2.8 Concluding comments

Our review of training in leadership and management for African universities shows that there is a tradition of training programmes going back more than 20 years. Various initiatives have been implemented by diverse organisations and with varying uptake in a relatively small number of countries. There is clear evidence of a fairly significant investment in the development of training materials, as well using some of the best African scholars in HE in these various programmes. What is not clear, however, is the extent to which subsequent programmes (outside of Ghana) have built on previous programmes. There is little evidence either of continuity between these various initiatives or of any accumulation of learning from one programme to the other. In the same vein, we also came across very few rigorous reports and evaluations of the value and impact of the different programmes reviewed here. In the final analysis, it is clear that more systematic documentation and rigorous evaluation studies are required to ensure that the value of these initiatives are retained for future generations of African university leaders and managers.