



IAU Experts' Seminar

Higher Education and Education For All: The Case of Two Solitudes?

Maputo, Mozambique 25-26 January 2007
Hosted by Universidade Eduardo Mondlane

Working Documents

Table of Contents

Contents	page no.
Seminar Programme.....	3
Participants.....	5
The Six EFA Goals.....	6
The Twelve EFA Strategies.....	7
Higher Education and Research to meet EFA goals: IAU Pilot Project	
Summary.....	8
Experts Seminar: Expected Outcomes.....	12
Questionnaires	
Cooperation Agency Questionnaire.....	13
Institutional Questionnaire.....	15
Participants Biographies.....	18
Participants Projects.....	24
Selected Bibliography.....	33
Selected Conferences on Higher Education and EFA.....	36
Web References.....	37
The Crucial Role of Higher Education in Achieving Education for All.....	42



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Two Solitudes?

 Maputo, Mozambique
 January 25-26, 2007

Hosted by Universidade Eduardo Mondlane

Seminar Programme

Day 1 – Thursday 25 January 2007

Chair: Eva Egron-Polak, IAU		
9:00-9:15	Opening Address	Brazao Mazula Rector, UEM
9:15-9:30	Welcome Remarks	Goolam Mohamedbhai President, IAU
9:30-9:45		Juma Shabani Director, UNESCO Harare Cluster Office
9:45-10:00		Minister of Science and Technology Mozambique
10:00-10:30	<i>Coffee Break</i>	
10:30-11:15	IAU Project Methodology and Results; Introduction to Workshops	Nadja Kymlicka, Isabelle Turmaine IAU
11:15-12:30	Participant introductions	All
12:30-14:00	<i>Lunch</i>	
Workshop 1 State of the art: Experience in Supporting EFA: Opportunities and Challenges		
Chair: Alice Sena Lamptey, WGHE		
14:00-15:00	Perspectives of international, regional and national agencies	Juma Shabani (UNESCO Harare) Thierry Karsenti (AUF) John Ssebuwufu (AAU) Margaux Béland (AUCC)
15:00-16:00	Institutional perspectives	Ian Macfarlane (The Netherlands) Jim Greenlaw (Canada) Ruth Mubanga (Zambia) Alejandro Chao (Mexico)
16:00-16:30	<i>Coffee Break</i>	
16:30-18:00	Discussion and lessons learned	

Day 2 – Friday 26 January 2007

Workshop 2		
The Way Forward: Towards a greater implication in EFA: Perspectives and Priorities		
Chair: Juma Shabani, UNESCO		
9:00-9:45	Research and EFA	Alice Sena Lamptey, WGHE Terry Russell (UK) Inocente Mutimucuo (Mozambique)
9:45-10:30	Needs and obstacles	Discussion
<i>10:30-11:00</i>	<i>Coffee Break</i>	
11:00-12:30	Recommendations and possible ways forward	Discussion
<i>12:30-14:00</i>	<i>Lunch</i>	
		Chair: John Ssebuwufu, AAU
14:00-15:00	Workshop Reports	Workshop Chairs
15:00-16:00	Concluding Remarks and Address	Goolam Mohamedbhai President, IAU Orlando Quilambo Vice-Rector, UEM
16:00-16:30	Photo	
<i>16:30-18:00</i>	<i>Visit to UEM</i>	

The Participants

The Organizing Committee		
<i>International Association of Universities</i>		http://www.unesco.org/iau
Mohamedbhai	Goolam	President
Egron-Polak	Eva	Secretary-General
Turmaine	Isabelle	Director, Information Centre and Services
Kymlicka	Nadja	Junior Consultant
<i>Universidade Eduardo Mondlane</i>		http://www.uem.mz/
Mazula	Brazao	Rector
Quilambo	Orlando	Vice-Rector
Chilundo	Arlindo	Ministry of Education Representative, Mozambique
The Partners		
<i>UNESCO</i>		http://www.unesco.org
Shabani	Juma	Director, Harare Cluster Office
<i>African Association of Universities</i>		http://www.aau.org/
Ssebuwufu	John	Director of Research and Programmes
<i>ADEA Working Group on Higher Education</i>		http://www.adeanet.org/workgroups/en_wghe.html
Sena Lamptey	Alice	Coordinator
The Development Agencies		
<i>Agence universitaire de la Francophonie</i>		http://www.auf.org
Karsenti	Thierry	President, RIFEFF
<i>Ass. of Universities and Colleges of Canada</i>		http://www.aucc.ca/
Béland	Margaux	Director, Partnership Programmes
The Experts		
Canada	<i>Leadership for quality basic education in Bhutan</i>	
Greenlaw	Jim	St Francis Xavier University
Ghana	<i>PRACTICAL (teacher training in science and maths)</i>	
Quaye	Eric	University of Cape Coast
Mexico	<i>Connecting Campus and Community</i>	
Chao Barona	Alejandro	Universidad Autonoma del Estado de Morelos
Mozambique	<i>Support to Teacher Training Project</i>	
Mutumucuo	Inocente	Dean, Faculty of Education, UEM
Tanzania	<i>Enhancement of Decentralisation and Governance</i>	
Milanzi	Montanus	Mzumbe University
The Netherlands	<i>Science Teacher Education Southern Philippines</i>	
Macfarlane	Ian G.	Amsterdam Free University
United Kingdom	<i>Assessment of Sub-Saharan numeracy and literacy -Ghana, Malawi, Zambia</i>	
Russell	Terry	University of Liverpool
United Kingdom	<i>Open Door, Digital Education Enhancement Project (DEEP) – South Africa, Sierra Leone, Rwanda, Tanzania, Zambia</i>	
Honwana	Alcinda	Open University
Zambia	<i>Management financing and administration</i>	
Mubanga	Ruth Mwale	Nkrumah College of Education

The Six EFA Goals

In April 2000 more than 1,100 participants from 164 countries gathered in Dakar, Senegal, for the World Education Forum. They affirmed their commitment to achieving Education for All by the year 2015.

They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Twelve EFA Strategies

To achieve these goals, twelve key strategies were simultaneously adopted, employing a broad-based approach that covers all levels of education and extends beyond formal education systems:

Strategy 1

Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;

Strategy 2

Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;

Strategy 3

Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;

Strategy 4

Develop responsive, participatory and accountable systems of educational governance and management;

Strategy 5

Meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;

Strategy 6

Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;

Strategy 7

Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;

Strategy 8

Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all;

Strategy 9

Enhance the status, morale and professionalism of teachers;

Strategy 10

Harness new information and communication technologies to help achieve EFA goals;

Strategy 11

Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and

Strategy 12

Build on existing mechanisms to accelerate progress towards education for all.

Higher education and Research to meet Education For All (EFA) Goals Pilot Project Summary

This document summarizes the activities undertaken by IAU within the framework of the pilot project to examine the ways in which Higher Education and Research contribute to meeting EFA goals. It presents the methodology employed and the activities accomplished during the pilot project's first and second phase.

This pilot project has been realised in part by the financial support provided by the Swedish International Development Agency (Sida).

I. Drafting of the pilot project

The first phase of the project focused on the drafting of the project document. Initial research reviewed the current state of available material on higher education involvement in EFA, finding that relatively little systematic research, data and focused discussion existed. To study and, if needed, to fill this potential gap, work proceeded on defining the project's objectives, the actions to be undertaken to fulfil them over a 3-year period, working part-time in parallel with other IAU activities.

1.1 Objectives

The general objectives of this pilot project are to:

- analyse the current role of university partnerships in various EFA-related activities (teacher or administrative staff training, research, curriculum development, policy planning, monitoring, etc);
- discuss and propose ways to strengthen research related to the sustainable achievement of the EFA goals, looking more particularly on to what should be the school in the 21st century including research on access, gender, quality, communication technologies, dropouts, etc ;
- compare strategies among different partnerships and share good practices;
- identify main obstacles that stand in the way of stronger higher education and research participation in improving other levels of education;
- determine strategies to broaden or develop in-the-field linkages between research, policy and practice;
- anticipate and inform on the possible repercussions of the EFA programme on the higher education system and develop possible strategies;
- raise awareness within higher education institutions of EFA goals and actions.

The more specific objectives are to:

- collect information on the past and on-going activities of higher education institution in EFA matters;
- analyse the strengths and weaknesses of current higher education and research institutions' involvement in the pursuit of EFA goals;

- encourage and facilitate the creation of North-South partnerships to develop joint actions to strengthen the system of education in the developing countries;
- stimulate networking both North-South and South-South and among different organizations managing or designing institutional linkage and other partnership programmes;
- identify and present research gaps and develop a possible longer-term agenda.

In order to achieve these objectives, three major themes were outlined:

Phase 1: Data gathering and building a project partners' network

Phase 2: Identification of experts and organization of Experts' Seminar

Phase 3: Analysis of all inputs, drawing conclusions and recommendations, and possible establishment of a network

II. Phase One

II.1 Building a Project Network - Potential Partners

Relying on the Internet as a principle source, research focused on data gathering, mostly at the development and donor agency level, to ascertain which agencies have experience and interest in inter-university linkages, in particular linking universities between the North and South. A list of active agencies evolved amongst which potential partners for the pilot project were identified. These agencies were contacted, as well as a number of individuals active in the nexus area of research and higher education and basic education, to obtain both feedback and support. Some were then invited to partner with the Association in the overall pilot project, others were informed of the goals and aims of the research that IAU was undertaking.

II.2 Data Collection and Follow-Up at the Agency Level

A questionnaire was then developed and sent to both the identified development organizations and donor agencies in order to obtain information about university projects dealing with EFA and contact data on project directors. Addressed to donor agencies, the questionnaire also attempted to ascertain the importance they assigned to EFA and to related inter-institutional projects.

Research focused on agencies and countries mostly from the North, as they are, at the moment, the main fund providers.

A questionnaire was then developed and sent to both development organizations and donor agencies. The questionnaire aimed to:

- obtain information about inter-university projects dealing with EFA and related issues that were being financed and/or managed by the agencies
- collect contact data on respective project directors
- ascertain the importance donor agencies assigned to EFA and to related inter-institutional projects

Those agencies that had not returned a questionnaire or had not responded were all re-contacted in order to ensure that data collection was as complete as possible. A second series of emails and letters were also sent to those agencies which had responded in order to obtain additional contact information for project directors, clarification as needed as well as to request that they provide IAU with reports and supplementary information as relevant.

After reviewing the list of agencies contacted, it was noted that they concentrated in Anglophone countries and Scandinavian. Consequently, another group of organizations and agencies was identified to complete the list and were contacted in August.

At the end of September, it was decided that no new agencies would be contacted, thus closing this phase of the project.

II.3. Data Collection – Institution Level

Identification of specific institutional partnership projects focusing on EFA and related issues was produced employing two methods:

- information provided on completed questionnaires submitted by development and donors agencies
- additional research conducted on the websites of these development agencies and elsewhere, served to discover several more projects

A second questionnaire was prepared to collect data directly from project leaders in both lead and partner universities. The questionnaire was composed of three sections:

1. General Project Information (funding sources, EFA-related areas covered, objectives, main activities, target groups, and expected results), information on partner universities and respective local project leaders as well as information on how the project was conceived, set up and implemented.
2. Questions revolving around universities and EFA, soliciting project leaders' perspectives and opinions on the degree of institutional involvement in EFA and/or related fields.
3. Questions concerned with comments and reactions to the IAU project and nature of and need for possible tools that could be developed in the future.

To maintain coherence and to ensure greater data comparability, this questionnaire was developed respecting the outline created for the questionnaire used to survey donors and cooperation agencies.

The data collection at the institutional project level proceeded in two steps. In the first step, project directors of inter-university projects were contacted principally and then the respective project leaders situated in local partner universities.

By working through development agencies and donors, research initially focused on institutions located in developed countries as they enter into the contractual

relationship with donors and are often lead partner in an inter-institutional project. Nevertheless, the number of identified universities situated in developing countries grew as completed questionnaires returned, providing contact details for their partners.

From the end of August till December 2006, more than 80 questionnaires had been sent out to project directors and project leaders in partner universities. In a few cases, individuals contacted IAU directly because they had read about this new research endeavour in the IAU E-Bulletin or had been informed by their financial partner, i.e. development or cooperation agency. In one instance, a project director identified and provided contact information regarding fellow colleagues' projects, who then in turn submitted a completed questionnaire.

II.4 Preliminary Findings

Some preliminary findings will be presented at the Seminar.

III. Phase Two

III.1 Expert Seminar

Most recently, work has been dedicated to the organisation of the Expert Seminar, *Higher Education and Education for All: The Case of Two Solitudes?* bringing together some of the partners and project directors to share experiences, to discuss findings from the data collection and to present recommendations for the way forward.

For this purpose, Eduardo Mondlane University (EMU), in Maputo, Mozambique, an IAU member institution, was invited and accepted to host this Seminar. This location was chosen for a variety of reasons, including the university's involvement in inter-university partnerships in EFA and related fields and the fact that Mozambique is one of the countries targeted by the EFA Fast Track Initiative.

The largest group of Seminar participants (10 experts) are project directors from institutions in the South and North alike drawn from among those who have responded to the questionnaire. As an international group, the selection process attempted to balance out the number of experts that came from or worked with countries from all the continents and the number of projects financed by different donor agencies.

The second largest group is comprised of representatives from partner agencies supporting this pilot project.

Invited development agencies were selected to attend the Seminar based on the responsiveness and the interest expressed during IAU research endeavours.

Experts Seminar: Expected Outcomes

Convened over 2-days, the Seminar offers a structured yet informal forum for invited participants to share their experiences, discuss their needs, the obstacles they have encountered and lessons learned.

Moreover, participants will be able to discuss whether, why and how higher education should contribute more to achieving EFA goals and especially what can be done to strengthen this involvement. They will also examine the role of research and how it can be strengthened so as to contribute to EFA and finally, they will reflect on the effective tools that could be developed in the future to allow this happen.

Serving as a basis for this Seminar, the findings from the data gathered by IAU during the past year will be discussed with the intention to develop recommendations to ensure greater reflection at the institutional level, within development agencies and elsewhere on how higher education can contribute more to meeting EFA goals. A follow-up advocacy strategy to be undertaken by IAU with the active engagement of participants will be elaborated aiming for greater recognition of higher education's role in EFA to improve information available.

Focusing on both current reality and what should be the case in the future, the Seminar will specifically consider some of the following questions:

- What is the current level of EFA awareness and its goals within higher education and should it be strengthened?
- What type of knowledge is/should be produced, by the higher education sector to further the EFA agenda?
- How is/should be research-based knowledge harnessed for the EFA agenda?
- What research agenda is/should be pursued and how in higher education to contribute to EFA goals?
- What are the obstacles to ensuring that sufficient research capacity exists in higher education and how should they be overcome?
- How can links between higher education and national governments be strengthened to advance the EFA agenda?
- What channels of communication are there to facilitate closer links between the higher education and research community and those responsible for EFA?
- How can links between Northern and Southern Universities be strengthened in EFA-related areas?
- What donor and development agencies activities and policies exist/should exist do to promote this intersection?
- Within the higher education sector, what are the existing support mechanisms and policies to endorse EFA activities and how should they be strengthened?
- How is/should be higher education included in EFA programmes to encourage its inclusion as well its contribution?



Higher education and Research to meet Education for All (EFA) goals

Questionnaire to Cooperation Agencies

I. Cooperation Agency's involvement in EFA

1. What percentage of your projects are linked to EFA?

- < 10% 10 - 25% 25 - 50% 50- 75% > 75

2. Amongst your EFA projects, do you currently finance any inter-university partnerships?

- Yes No

If yes,

- What priority do you attach to these partnerships?
- What is your policy regarding these partnerships?

If not,

- For what reason?
- Would you be interested in financing such partnerships in the future?
 Yes No
- Do you know of any organisations that finance such partnerships?
 Yes No
If yes, which ones:

II. Areas of involvement of inter-university partnerships in EFA

1. In order of importance, what are the areas of EFA which inter-university partnerships are already involved in or should be involved in?

Areas of involvement (projects financed)	Areas of involvement (in your opinion)
<input type="checkbox"/> Administration <input type="checkbox"/> Literacy <input type="checkbox"/> Non-formal education <input type="checkbox"/> Distance learning <input type="checkbox"/> Evaluation of EFA <input type="checkbox"/> Teacher training <input type="checkbox"/> Training of management staff <input type="checkbox"/> Gender issues <input type="checkbox"/> Minority groups <input type="checkbox"/> EFA impact on society <input type="checkbox"/> Legislation <input type="checkbox"/> Teaching resources <input type="checkbox"/> Teaching methods <input type="checkbox"/> Quality of education <input type="checkbox"/> Information technology <input type="checkbox"/> Other. Please specify:	<input type="checkbox"/> Administration <input type="checkbox"/> Literacy <input type="checkbox"/> Non-formal education <input type="checkbox"/> Distance learning <input type="checkbox"/> Evaluation of EFA <input type="checkbox"/> Teacher training <input type="checkbox"/> Training of management staff <input type="checkbox"/> Gender issues <input type="checkbox"/> Minority groups <input type="checkbox"/> EFA impact on society <input type="checkbox"/> Legislation <input type="checkbox"/> Teaching resources <input type="checkbox"/> Teaching methods <input type="checkbox"/> Quality of education <input type="checkbox"/> Information technology <input type="checkbox"/> Other. Please specify:

III. EFA inter-university partnerships financed by your Agency.

1. Please list any inter-university partnerships financed by your Agency that deal with EFA*.

	Project 1	Project 2	Project 3	Project 4
Title				
University Partners				
Countries concerned				
Start date				
End date				
Total budget				
Contact person				
E-mail				

* Please fill in as many columns as projects. You can also send us a list of any projects separately by e-mail or by post.

2. Do you have any evaluation reports or impact studies available of these projects?

Yes No

If yes, could you send us a copy or a link to such reports?

IV. University involvement in EFA

1. In your opinion, does university involvement in EFA appear to be:

Excessive Average Insufficient Not at all sufficient

1. Is there a demand from universities in the South for inter-university partnerships?

Yes No

2. In your opinion, do universities have the necessary experience to support EFA?

Yes No

Please justify your answer:

3. Other than financial matters, in your opinion what other means could be used to reinforce university involvement in EFA?

V. Other remarks:



**SURVEY OF HIGHER INSTITUTIONS' CONTRIBUTION TO
'EDUCATION FOR ALL' PROGRAMME GOALS
Institutional questionnaire**

I – YOUR INTER-UNIVERSITY PROJECT IN EFA-RELATED FIELDS

1) Project Title

2) Lead University

Name of Institution:

Address:

City:

Country:

Web address:

Name of Project Director:

Faculty, Department, Centre:

Position:

E-mail:

3) Partner Universities/Institutions: (please use additional sheets to indicate all partners and their contact information)

Name of Institution:

Name of Local Project Coordinator:

Address:

City:

Country:

Web address:

4) Project Information

Start and end date:

Target country:

Funding Agencies (plural possible):

4.1 Areas covered by the project (please tick no more than three):

<input type="checkbox"/> Administration (planning, policy development)	<input type="checkbox"/> Literacy (incl. adult education)
<input type="checkbox"/> Non-formal education	<input type="checkbox"/> Distance learning
<input type="checkbox"/> Evaluation of EFA	<input type="checkbox"/> Teacher training
<input type="checkbox"/> Training of management/admin staff	<input type="checkbox"/> Gender issues
<input type="checkbox"/> Minority groups (equity of access)	<input type="checkbox"/> EFA impact on society
<input type="checkbox"/> Legislation	<input type="checkbox"/> Teaching resources (curriculum design)
<input type="checkbox"/> Quality of education	<input type="checkbox"/> Research into teaching methods
<input type="checkbox"/> ICTs (technology enhanced teaching/learning)	<input type="checkbox"/> Other. Please specify:

4.2 Project description

Main objectives:

Main activities:

Target group(s):

Overall project budget:

Expected results (use additional pages if required):

4.3 Conception and setting up of the project

The project was instigated by:

- the lead university
- partner institution(s)
- state/govt authorities in the lead country
- state/govt authorities in host country
- individual faculty members
- non-governmental organisations
- other. Please specify:

4.4 Have you encountered problems regarding:

- the financing of the project?
- recognition of university competence in EFA?
- the availability of EFA expertise within the university?
- approvals, assistance, support from local authorities?
- other. Please specify:
- no problems encountered.

II – UNIVERSITIES AND EFA

1. In your opinion, rank in order of importance the priority areas of EFA in which universities/HE institutions could/should be involved (1 being the most important etc.)

<input type="checkbox"/> Administration (planning, policy development)	<input type="checkbox"/> Literacy (incl. adult education)
<input type="checkbox"/> Non-formal education	<input type="checkbox"/> Distance learning
<input type="checkbox"/> Evaluation of EFA	<input type="checkbox"/> Teacher training
<input type="checkbox"/> Training of management/admin staff	<input type="checkbox"/> Gender issues
<input type="checkbox"/> Minority groups (equity of access)	<input type="checkbox"/> EFA impact on society
<input type="checkbox"/> Legislation	<input type="checkbox"/> Teaching resources (curriculum design)
<input type="checkbox"/> Quality of education	<input type="checkbox"/> Research into teaching methods
<input type="checkbox"/> ICTs (technology enhanced teaching/learning)	<input type="checkbox"/> Other. Please specify:

2. In your opinion, university involvement in EFA or related fields is :

- Non-existent Insufficient Adequate Excessive

3. In your opinion, if university involvement is insufficient, it is so due to:

- lack of demand lack of interest lack of support lack of expertise
 lack of recognition lack of opportunity

4. To your knowledge, is there an unmet demand from universities and other institutions in the South for inter-university partnerships in EFA?

- Yes No

5. If you think that university involvement in EFA is weak, please indicate in order of priority where changes would be required to improve the situation:

- in institutional policy
- in governmental policy in higher education
- in international agencies and organisations
- in donor agency funding

6. a) Do you think that non-university based research in EFA-related areas is:

- Non-existent Insufficient Adequate Excessive

b) What agencies/organisations are engaged in such research? List the three most important in your country.

- 1.
- 2.
- 3.

7. a) Do you know of other EFA-related university projects?

- at your institution elsewhere

b) If yes, please provide contact information on these projects:

III – YOUR INTEREST IN THE AIU PROJECT

8. Would you like to be informed of the outcome of this IAU survey and the overall project?

- Yes No

9. Would you be interested in participating in a network of like-minded university experts?

- Yes No

10. Would you be interested in the implementation of an information tool to share good practices on this subject?

- Yes No

Participants Biographies

Béland, Margaux (AUCC)

Margaux Béland, Director, Partnership Programs, International Affairs Branch at the Association of Universities and Colleges of Canada, oversees numerous partnership programs for the association, including the flagship University Partnership in Cooperation and Development program, a Canadian International Development Agency-funded \$48 million program to strengthen the capacity of developing country education organizations to address their country's sustainable development priorities in collaboration with Canadian universities. She is also responsible for the Students for Development program, a \$4 million CIDA-funded program providing internships and team project opportunities to Canadian students and faculty to work together to promote good governance and institution-building in developing countries. As well, the partnership programs division manages numerous scholarship and exchange programs funded by the Canadian or foreign governments.

Prior to this appointment 5 years ago, Ms. Béland had worked with the Association of Canadian Community Colleges for over 10 years also in the area of international institutional partnerships management. With over 20 years of experience in international development and higher education, including extensive experience in the oversight of linkage programs and student internship/scholarship management, Ms Béland is currently very involved in designing the next CIDA-funded Canadian-Southern university partnership program. She holds a Master of Arts degree in International Affairs from the Norman Paterson School of International Affairs at Carleton University.

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Chao Barona, Alejandro (UNICEDES, Universidad Autónoma del Estado de Morelos)

Alejandro Chao Barona (Ph.D), was born in México City in 1936. He lives in Cuernavaca, Morelos, Mexico. He has a bachelor degree in Psychology, with a specialty in Psychoanalysis, a master's degree in Philosophy, and a Ph.D. in Political Science. For the past 30 years he has been teaching psychology at the Universidad Autónoma del Estado de Morelos (Morelos Autonomous State University, UAEM), where he's director of the Social Development Unit. He's also professor at the Centro de Investigación y Docencia en Humanidades del Estado de Morelos (Morelos State Research Center for Humanities), where he's faculty from the department of philosophy and political sciences. Among the numerous projects he has conducted, he directed the joint project "Connecting Campus and Communities" between Calgary University, in Canada, and the UAEM. This project aimed to integrate Mexican traditional indigenous knowledge with the State university's scientific methodologies. The project included topics related to social integration and development, such as: gender equity, health, migration, etc. Additionally, he's currently in charge of the State University's Regional Centers for Community Outreach, which are located in different towns and cities within the State of Morelos. He has published several books and articles on

topics related to Community Psychology, Political Psychology, and Community Development. He has received several national and international distinctions.

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Chilundo, Arlindo Gonçalo (Senior Advisor, Ministry of Education and Culture)

Arlindo Gonçalo Chilundo was born in 1961 in Quissico-Zavala, Inhambane Province, in Mozambique. He holds a PhD degree by the University of Minnesota, USA, in African social and economic history. He is currently an Associate Professor in the History Department at Universidade Eduardo Mondlane (UEM). He has been lecturing since 1986, after his graduation with distinction by Carolina University in the former Republic of Czechoslovakia.

As a visiting Professor he has lectured at the University of Colgate, in the USA. He has also taught at the University of Minnesota and delivered lectures at McGill University, in Canada, and at the University of Urbana-Champaign, USA.

He has got various publications that include books and articles on social and economic history, as well as on land and higher education issues.

Apart from teaching at the University, during the last ten years, he has been involved in the management of higher education in Mozambique. He has been the Planning Director at UEM, and later served as the Coordinator of Higher Education in the Ministry of Higher Education, Science and Technology and in the Ministry of Education and Culture.

He is currently a senior adviser to the Minister of Education and Culture. In addition, he is also the Director of Frelimo Party Central School and is also Coordinator of Land Studies Unit at UEM. He is also a member of the Steering Committee of the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA).

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His techno-pedagogical accomplishments and innovations in the field of teacher training have been recognized by the province of Quebec and Canada. He has won the *Prix du ministre de l'Éducation*, the *Prix Hommage* awarded by the Government of Quebec, the *Prix d'Excellence en Conception Pédagogique* Award of Excellence from the Canadian Association of Distance Education (CADE), and the *Prix PEDAGOGICA-RESCOL* for pedagogical innovation in the integration of ICT. In addition, as a professor at the University of Quebec, he received the *Prix quinquennal d'Excellence en enseignement*.

His research interests lie in the areas of integrating new technologies into education, educational practices for teachers, open and distance learning, and motivation techniques. Thierry Karsenti has been involved in diverse projects that aim to reduce the digital divide between Northern and Southern countries, and has overseen several research projects addressing education technology and open and distance education in Africa. Professor Karsenti is also President of the Réseau International de la Francophonie des Établissements de Formation de Formateurs (RIFEFF), which brings together over 450 teacher training institutions in Francophone countries, and he is a founding member of the Réseau pour la Formation des Maîtres en Afrique (REFORMA).

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Professor Massingue has held the position of Minister of Science and Technology for the past two years. He brings to this position a deep knowledge of higher education, as he was the Deputy Vice Chancellor at Eduardo Modlane University before taking up the post of Minister. Professor Massingue began his distinguished career in the field of informatics.

Combining his expertise in and passion for new technologies, Professor Massingue developed the ICT Centre at the UEM, becoming its director, and more recently, in his current position, he has become the driving force behind the ICT policy in Mozambique.

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Brazão Mazula is currently the Rector of the Eduardo Mondlane University, the oldest and biggest university of the country. He was born in October 18, 1944, in Messumba, a small country of Niassa Province. His primary and secondary studies took were undertaken in religions missions in the province where he was born and they were completed in 1964. On the same year he was admitted to the Major Seminar of S. Pio X, in the former city of Lourenço Marques, today Maputo, where in 1971, he graduated in Philosophy and Theology. In 1973, he was ordained priest by Vila Cabral's Diocese, today known as Lichinga. From 1973 to 1975 he was teacher, school director and rector of the Cuamba Minor becoming employee of the Ministry of Educational and Culture where from 1976 to 1988 he exercised several functions as teacher and Director of Education in some provinces of the country. After benefiting from a scholarship in 1988, he traveled to Brazil where he concluded his Master's degree in Education Sciences. In 1993 he was awarded a PhD degree in History and Education Philosophy, by the Education faculty of São Paulo University (USP). In 1994 with the transition period and peace in Mozambique, he has chosen by the consensus and unanimity by the political forces of the country, to direct and to preside the period of democracy as President of the National Election Commission – CNE. All the decisions of this commission were made by consensus. The elections were took place in a climate of safety and peacefulness and its results were accepted and respected by the several political forces of the country. Since 1995 he is a Professor at the Faculty of Arts and Social Sciences and Rector of the Eduardo Mondlane University. Between 1995 and 1997 he was the also the Director of the War Torn Societies Project in Mozambique. Between 1993 and 1999, Brazão Mazula published several works from which the following can be highlighted: Education, Culture and Ideology in Mozambique: statistical data of the electoral process of 1994. Between 1999 – 2002, Brazão Mazula, was elected President of the – Associação das Universidade de Língua Portuguesa. From 2000 – 2001, Prof. Brazão Mazula, took a Chairman of the Academic Group of the Indian Ocean Rim - Association Regional Cooperation. Along these last years he has been received several prizes and distinctions, amongst the following can be highlighted: Germany – *Deutscher Afrika-Press 1995 für die Förderung von Demokratie und sozialer Marktwirtschaft in Afrika*. Brazil 1996 – “Grande Oficial da Ordem do Rio Branco”. France 1996 – Degree of Grand Officiel. Portugal 1997 – “Grande Oficial da Ordem do Infante Dom Henrique”. Korea – Seoul 1999 – Special Advisor of World-wide Intellectuals Association for African Famine Relief (WIAAFR).

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He is currently the President of the International Association of Universities. He has also been Chairman of several university associations, including the Association of Commonwealth Universities (2003-2004), the University Mobility in the Indian Ocean Rim (2001-2004), and the University of the Indian Ocean (1998-2005). He is currently Chairman of the Regional Scientific Committee for Africa of the UNESCO Global Forum on Higher Education, Research and Knowledge.

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Ruth Mwale Mubanga has been working in education since 1980, holding various positions within the Zambian education sector. She began her career as a secondary education science teacher at an all-girls school, giving classes in General Science, Environmental Science, Chemistry, and Biology. After obtaining her MEd at South Hampton University, she went on to join the Nkrumah Teachers Training College as a teacher trainee lecturer in science curriculum. Since then she has held positions within the Ministry of Education as Provincial Resource Center Coordinator and Senior Inspector of Schools. In 2001, she was offered the position as Director of Nkrumah College of Education where she has held this position ever since then.

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Eric Quaye is an Associate Professor of Ecology in the Department of Environmental Science at the University of Cape Coast (UCC) in Ghana. He obtained both B.S. and M.S. degrees from UCC in 1972 and 1975 respectively, and a Ph. D degree from Oregon State University in the United States in 1982. He started his teaching career in his alma mater in 1975. Currently, Eric Quaye is on sabbatical leave and has taken up a joint appointment at the University of Education, Winneba (UEW) in Ghana, as a lecturer in the Department of Science Education and as the Coordinator of a Centre for School and Community Science and Technology Studies (SACOST). He is also the Ghanaian Supervisor of a NUFFIC-funded 4-year project ('PRACTICAL') aimed at strengthening capacity in the Science and

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Orlando A. Quilambo holds a PhD degree from the University of Groningen, in the Netherlands. Trained in 1977 at the Eduardo Mondlane University as teacher for the secondary school for Biology and Chemistry, graduated later as diploma Lehrer in the Germany Democratic Republic. In 1982, was firstly contracted by the University as Lecturer at the Faculty of Education, with the position of Assistant for Didactic in Biology. From 1987, he lectured in the Faculties of Education and Biology, several disciplines including General Biology and Plant Physiology. From 1990 until today he is Lecturer of Plant Physiology, Biotechnology and Ecophysiology at the Department of Biological Sciences of the Faculty of Sciences. Since 2004 he holds the position of Associate Professor at the Department of Biological Sciences. Areas of interest are drought stress, growth under limited resource conditions and use of mycorrhizal fungi to maximize growth under limited resource conditions, where he has some publications.

Orlando Quilambo, currently Vice-Rector for Academic Affairs has served in different positions at the Eduardo Mondlane University. He was Head of the Department of Biology and Chemistry at the Faculty of Education and later Deputy Dean of the same Faculty. From 1990 was Deputy Dean of the Faculty of Biology and from 1992 to 1995, was the Dean of the new Faculty of Sciences. From 2001 to 2005, was Director for Research and since September 2005 is Vice-Rector for Academic Affairs.

He has contributed in some international fora, such the Research and Development Forum as Member of its Executive Board, and member of the Committee which formulated the National Policy of Science and Technology of Mozambique, approved in 2003 by the government of Mozambique and for the preparation of a project aiming at the of creation of the National Academy of Sciences of Mozambique, to be launched in the near future.

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Terry Russell is Professor of Education and Director of Centre for Research in Primary Science and Technology (www.cripsat.org.uk) within the Centre for Lifelong Learning, University of Liverpool. He started as a primary teacher and educational psychologist before moving into education research, specialising in science curriculum areas. Professor Russell has had very close and continuous involvement in National Curriculum statutory assessment in England and in Wales over the last decade and has also directed a number of curriculum development, evaluation and professional development projects. Currently involved in 'Development of Thinking' and its assessment and the use of digital technologies to support Mobile learning and e-assessment.

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Currently, a Senior Program Officer at the Secretariat of the Association of African Universities (AAU) based in Accra Ghana and Coordinator of the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA), with over fifteen years of professional program management experience in the fields of education, broadly and higher education specifically, reproductive health broadly and HIV/AIDS specifically, and an advocate for women and children's rights. She is a trainer with many years of experience in training a variety of target groups and in multiple cultural settings. Traditionally, ADEA Working Groups, when established, are nurtured by a Lead Agency. Coordination of the WGHE for over 12 years was based at the World Bank, Washington DC, where it was the beneficiary of the World Bank's institutional support and coordination capacity of a Lead Education Specialist Dr William Saint who in December 2006 retired from the WB. As Coordinator of the ADEA Working Group on Higher Education (WGHE), since May 2002, Alice has successfully anchored the WGHE in Africa, in keeping with ADEA's policy of anchorage, institutionalisation and Africanisation of its Working Groups. The location of the WGHE at the Secretariat of the AAU has given it the benefit of the structures and processes of a well-established African institution, resulting in closeness to beneficiaries, greater visibility for the Group and enhanced impact of its activities. WGHE's presence and work has equally reinforced the capacity of the AAU.

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Professor Juma Shabani from Burundi is currently the Director of the UNESCO Harare Cluster Office. He also represents UNESCO to Botswana, Malawi, Zambia, and Zimbabwe in addition to the Secretariat of the Southern African Development Community (SADC) and the Secretariat of the Common Market for Eastern and Southern Africa (COMESA). His prior appointments include Senior Specialist for Higher Education in Africa (1996-2002); Deputy Secretary-General of the Association of African Universities (1992-1996) at the AAU secretariat based in Accra, Ghana and Vice Rector of the University of Burundi for 5 years (1988-1992).

He is also Vice President of the African Academy of Sciences, Coordinator of the Virtual Institute for Higher Education in Africa; Member of the Executive Board of the Global University Network for Innovations (GUNI) with the Secretariat based in Barcelona, Spain and member of the International Advisory Board of Suffolk University in Boston, USA as well as being a member of several scientific societies, including the African Academy of Sciences, the African Mathematical Union, the American Physical society, the International Physics Group, the European Association for International Education, the New York Academy of Sciences and several other bodies.

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Professor John P. Ssebuwufu took up the position of AAU Director of Research and Programmes in 2005 following an illustrious career as the Vice Chancellor of Makerere University. Starting his career in higher education as a lecturer and researcher in chemistry at Makerere University, he became Vice Chancellor in 1993. For over a decade, Professor Ssebuwufu presided over and was a key figure in the successful and widely recognised transformation of the University. Throughout his career, he has received several prestigious degrees and awards, including the Doctor of Education, Doctor of Philosophy, and Doctor of Laws.

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Participants Projects

Leadership for Quality Basic Education in Bhutan

Jim Greenlaw, St. Francis Xavier University, Canada

Bhutan is a small country in the Himalayas, with a population of less than one million people. It is bordered on the north by China and on the south by India. Because of recent improvements in the standard of living and in medical care the mortality rate of Bhutanese children has significantly decreased and so there has been a strong increase in the number of children who are now attending school in Bhutan. This rapid increase in the number of students has led to a shortage in teachers and school administrators. Thus the Ministry of Education in Bhutan decided to work with a Canadian university to develop a project that would increase the number of well-qualified school leaders throughout the country.

In 1998 a small group of school headmasters traveled from Bhutan to St. Francis Xavier University (STFX) in the Eastern Canadian province of Nova Scotia to take a short course in the Role of the Principal. That course marked the beginning of a relationship between STFX and the Royal University of Bhutan (RUB) that has resulted almost a decade later in approximately 100 headmasters enrolling in a Masters of Education degree program and more than 100 other educators taking nine leadership modules in order to earn diplomas in Education Leadership. The strength of this particular partnership between faculty and graduate students in the RUB and STFX can be found in the collaborations that have taken place. For instance, between 1998 and 2003, when the CIDA funded Tier 2 project began, 10 Masters students came to STFX for two years each to do their M.Ed. degrees. While they were in Canada they collaborated with STFX faculty members to develop case studies and other materials which were used in the nine Leadership Modules. These modules then served as the textbooks each January when the diploma courses were offered at the RUB's College of Education in Paro.

A second collaborative venture took place each July as teams of Canadian and Bhutanese university instructors worked together to Bhutanize the contents of the M.Ed. courses that they team taught in Paro each January. At the same time as these instructors were in Canada each summer, five cohorts of 20 Bhutanese M.Ed. students came to STFX to take their first two M.Ed. courses with Canadian Masters students. This mixing together of Canadian and Bhutanese M.Ed. students in the summers benefited the Bhutanese students because they were able to visit Canadian schools to see how the children learned and to interview Canadian school administrators. But this collaboration also benefited the Canadian M.Ed. students because they were able to learn about the problems teachers faced in another country.

Although the Canadian International Development Agency provided \$750,000 and STFX provided an additional \$300,000 in cost in kind contributions to the project, another grant of \$400,000 was also given to the project by UNESCO and other funding agencies. At the present time approximately 40 students have graduated with M.Ed. degrees and 60 students have earned their Leadership diplomas. The remaining cohorts of M.Ed. and Diploma students will complete their programs over the next three years, but the project is now self-

sustaining. So there is no limit to the number of school administrators who may graduate in the years to come now that the M.Ed. and Diploma instructors have become proficient at delivering their courses. Currently, approximately one sixth of the schools in Bhutan have administrators who have taken part in one of these leadership programs, and that percentage will continue to grow in the coming years.

**Strengthening Mathematics and Science Teacher Training to Improve the
Quality of Mathematics and Science Teaching in Ghana**

Eric Quaye, University of Cape Coast, Ghana

The realization that science and mathematics teacher training is a major setback to the developmental agenda of the country initiated this project. Thus, a two-fold goal of the project was formulated to:

- 1) Improve the quantity and quality of science and mathematics teaching staff at all the levels of the educational hierarchy.
- 2) Improve the know-how and capacity in the education system for improvement of science and mathematics education in the country.

The project is jointly owned by the only two universities in Ghana responsible for teacher education, that is, the University of Cape Coast (UCC) and the University of Education, Winneba (UEW). To achieve the set goal, specific objectives were set for these two institutions and these are to improve their capacity to:

- 1) Sustainably produce sufficient numbers of well-qualified and well-prepared science and mathematics teachers for the Senior Secondary Schools (SSS) and Teacher Training Colleges (TTCs), both through regular initial preparation programs, as well as through alternative in-service means.
- 2) Prepare staff in the educational system for specific leadership and innovation roles in science and mathematics education and to support this with research and development activities and self-sustaining, high-level leadership creation.

In view of the complexity of educational issues, both at the national policy level and the institutional level at the start of the 'PRACTICAL'¹ project, it became necessary to use a whole year for the Inception Phase, which ended in December 2006. This phase comprised information collection and analysis (diagnostic), vision-building, and planning. Some of the activities and outcomes during the Inception Phase are described below:

Consultancy – Ghanaian and Dutch consultants were engaged to undertake subject (biology, chemistry, mathematics and physics) content analysis and the role of teaching practice in teacher training at UCC and UEW.

Stakeholders' Workshops – It became rather apparent right from the beginning that the Ghana Education Service (GES), an arm of the Ministry responsible for education in the country that deals with all issues relating to teachers, will need to be consulted. Other bodies, such as the West African Examinations Council responsible for assessment of secondary school students, and the National Service Secretariat responsible for postings of university graduates for a year's national service need to be brought on board.

PRACTICAL is an acronym meaning **P**rogram **R**eform and **A**lignment for increasing **C**ompetencies of **T**eachers and for **I**mproving **C**omprehension and **A**pplication in **L**earning science and mathematics.

Study Trip to the Netherlands – A group of staff members from the departments of science and mathematics education in UCC and UEW took a 4-week study tour to study the Dutch educational system to enhance the process of vision building for PRACTICAL.

Formation of Working Groups – These groups were formed with a mandate to meet occasionally to plan the detailed project activities and implementation schedules in partnership with Dutch experts. Some of the issues discussed during their workshops include: preparation of course manuals, ICT application, portfolio development and postgraduate programs in science and mathematics education.

Final Stakeholders' Conference – This marked the end of the Inception Phase. The implementation plan for PRACTICAL for 2007-2009 was discussed and agreed upon together with its budgetary implications at this conference.

Connecting Campus and Communities

Dr. Alejandro Chao Barona

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1. INTRODUCTION

Ten years ago we begin the epistemological critic of the university's meaning and function. We came to the conclusion that Mexican public universities should be the most important society instruments to attain a sustainable and integral social development. Therefore, we urged the university's academic and administrative sectors to acknowledge the importance of establishing an equitable relationship and interchange of the traditional and scientific knowledge between the university and the Morelos' communities. We then started to work with creative methodologies that allowed participative research teams to respond to the community demands and to help communities' to fit their strategies in order to promote more active and participative actions. We also initiated a critical work about the sustainable development concept trying not to mismatch the western way of life with the utopian expectations of the community.

2. OPPORTUNITIES

We consider that it was very important for the positive achievement of our experience the political vision of the university's authorities, who granted the creation of the Social Development Studies Unity, which brought on the possibility for interdisciplinary work between the university's different schools and the opportunity to cooperate with Calgary University in Canada. Also, it was important to have an excellent research team, with good skills and an expert training in field work, but most important a team with a flexible mind able to accept different methodologies and open to hear and integrate the traditional knowledge of the communities with the university's technologies, and its scientific and philosophical stance. We had a good start for we were able to establish a friendly relationship with the local and State authorities. But, certainly, the most important opportunity, was the openness and warm reception of the people living in the indigenous and peasant towns

3. CHALLENGES

The challenges are the lack of definition of some of the university's authorities regarding the project of the Social Development Studies Unity. Also, several departments had an epistemological rejection towards the community's traditional knowledge. We have also had some problems in the systematization of the amount of information coming in from some of

the communities, for it includes the complex aspects of an integral social development. Sometimes we have had difficulty in fully understand the different codes of communication between the different actors involved: the university's regulations, the working team's own dynamics, those of the Canadian partners and of course the community codes. The worst challenge so far, though, is the fact that the university and the State authorities change every six years and the local authorities every three years, giving us little time to consolidate and perpetuate our working programs.

4. CONCLUSIONS

Once you have define the role of the public Universities, the training of the research teams and the interaction with the communities, in an equitable level of respect, the interaction with the public State and the local authorities, and the international diffusion of the work done, then you must look for support from the University, from the political authorities and from the communities, in order to create a more stable space of interaction. The Regional Centers for Community Outreach belong to the communities by agreement with the University, and by achieving so we hope other universities and institutions feel inspire to spread these actions.

Strengthening Capacity of Mzumbe University to Enhance Decentralisation and Governance in Tanzania

Montanus Milanzi, Mzumbe University, Tanzania

To build the capacity of Mzumbe University for delivering its training activities to enhance the process of decentralisation by devolution in Tanzania through improved education and training from the *Faculty of Public Administration and Management (FPAM)*.

Project Summary

It will provide support to Mzumbe University to develop:

- a) FPAM's educational and training programmes in service professional (tailor made) courses, bachelors, masters and doctoral degree programmes;
- b) FPAM's staff capacity to manage, and offer top quality training programmes;
- c) FPAM's ability to provide quality consulting services in the fields of decentralised governance, public administration, local governance and human resource management.

Overall Project Summary

To assist the FPAM with strengthening its capacity to provide for the different kinds of educational and advisory services that are required to build sufficient human resource capacity for the local government authorities in Tanzania.

Specifically FPAM shall be able:

- i) To provide Government staff with the competences, skills and professional attitude to perform optimally within the organisation/institution;
- ii) To provide support to Government staff (individuals) and Government agencies (teams) to enhance the performance and service delivery level of the agencies in the broadest sense;
- iii) To interact with staff and agencies to ensure that training and advisory services remain efficient and effective;

- iv) To ensure that internal organisation and staff management of FPAM is optimally geared towards realising the above specific objectives.

Intended Objectives at the FPAM Level

- a) To improve the existing long courses, modules and develop new ones;
- b) To improve staff capacity to deliver FPAM courses including other training, research and consultancy services;
- c) To introduce courses at other campuses (Dar es Salaam and Mbeya), and via distance learning;
- d) To improve management information and systems within FPAM

Curriculum Review and Development

- Improving the existing long courses, modules and develop new ones. Improving with respect to contents, structures, didactic character and suitability for the target group.
- To review and revise existing programme structures and modules with stakeholder consultation;
- To carry out the tracer study;
- To create new modules and programmes;
- To train members of academic staff in delivery of improved and new programme modules;
- Customer satisfaction survey conducted and high satisfaction rating achieved;
- Marketing and promotion of long courses at FPAM done.

Staff Capacity and Development

- To improve the staff capacity to deliver FPAM courses. PhD and MSc training to selected FPAM/MU staff conducted in the Netherlands.
- Research and consultancy to identify market requirements completed and review of staff capacity;
- At least four of the existing short courses improved and run;
- At least five new courses designed and run for clients;
- FPAM members of academic staff trained in the design and delivery of new short courses and long courses, and in curricula review and development.

Introduce Courses at other Campuses of the Mzumbe University

- FPAM management capacity for offering regular programmes, short courses, tailor-made courses, consultancy services and distance learning programmes.
- Market assessment for Dar es Salaam and Mbeya campuses and courses selected;
- Executive MPA/MSc Programme designed and FPAM staff developed to support distance learning

Improving Management Information and Systems

- Marketing literature for new and revised courses
- Staff management, appraisal and development effective including integrating consultancy and research and the work of Institute of Public Administration [IPA];
- Quality system developed for FPAM courses and activities.

Science Teacher Education Southern Philippines (STEPS Project)

Ian G Macfarlane, Vrije Universiteit Amsterdam (VUA), The Netherlands

	Lead University	Partner University
Name:	Vrije Universiteit Amsterdam (VUA) – Centre for International Cooperation (CIS)	University of San Carlos (USC)
Address:	De Boelelaan 1105 1081 HV Amsterdam, The Netherlands www.cis.vu.nl	Science and Mathematics Education Department (SMED) Talaman Campus 6000 Cebu City – Philippines
Project Director:	Dr IG Macfarlane	Dr Corazon Rafiñan, Chair: Science and Mathematics Education Department
Contact:	ig.macfarlane@dienst.vu.nl	www.usc.edu.ph
Duration:	Project: 1996 until mid 2005	

The problem

Science education at school level in the Philippines is poorly taught – with only a minority of maths and science teachers holding a good-quality formal qualification in these subject areas and much rote memorisation taking place instead of clear understanding and reasoning.

Areas covered by the project

1. Teacher training for junior and senior secondary education
2. Programme and curriculum design and implementation
3. Institutional strengthening and capacity building of departmental staff

Development objective: The enhancement of pre-service and in-service teacher education, in the subject areas of mathematics and science, in the Central (Visayas) Region of the Philippines

Specific objectives:

1. To establish a Science and Mathematics Education Department (SMED) at the University of San Carlos (USC) with academic staff equipped and able to:
 - o offer high quality pre-service science and mathematics education courses (undergraduate level)
 - o offer in-service courses to schools and serving teachers
 - o offer postgraduate (Master and PhD) level programmes in science education
 - o conduct research and development activities in science education
2. To reduce the shortage of science and mathematics teachers in this part of the country
3. To help SMED gain national recognition in these activities – to enable it to act as an inspiration to others and as a national resource

Results and outcomes:

When the first phase of STEPS started (in 1996), there were hardly any science education students enrolled at USC and the number of faculty specialised in science education was also minimal. However, by the end of this phase in 2000, new premises had already been built, a semi-independent *Science and Mathematics Education Institute* (SMEI) had been established, and a new and innovative science education programme was able to deliver its first batch of graduates.

Although the new *Institute* (SMEI) was equipped with a building, a director and a secretary, technically speaking it did not (at that stage) have any academic staff of its own – nor did it have control of what it considered to be its own academic programmes. The academic staff were essentially borrowed from the Colleges of Science and Education and still formally belonged there. The students enrolled in the College of Education and so they – and the programme itself – also officially belonged to that College.

Because of the difficulty of getting a semi-independent *Institute* properly understood across campus – and resourced like a regular department – a decision was taken during the early stages of the second phase of the project to convert SMEI into a regular academic department i.e. into SMED (the *Science and Mathematics Education Department*). This led to a Head of Department being appointed – as well as several academic posts being established and filled (mainly by persons from the Colleges of Science and Education with a particular interest in M&S education). Now, unlike before, the university, through SMED, is able to offer specific science education courses with modern and progressive subject content and useful and effective teaching methodology. For example *Math-Ed 1* is an undergraduate course in *Strategies in Mathematics Teaching*, while *S-Ed 202* is a graduate course in *Leadership and Supervision in Science and Mathematics Education*¹.

The new undergraduate programme has continued to attract a steady intake of students each year and has been further refined and developed in the light of experience and feedback. Although the programme is quite rigorous, almost all students who enrol in it graduate, some with distinction – all are in great demand by the many schools in the region.

USC is now recognized as one of the leading institutions in the field of mathematics and science education in the Philippines and has been designated by the national government as a *Regional Science Teacher Centre*. This is a rare and important honour and it leads to SMED being regularly asked to provide in-service courses for serving teachers and being provided with dedicated scholarships for students of science education – to be selected from amongst those socially disadvantaged applicants who show most promise.

An MSc programme in Science Education was launched in 2004 with a first intake of 12 students. Otherwise, research in science education within SMED has so far been mainly linked closely to academic development with several SMED staff obtaining Master or Ph.D degrees – in the Philippines or abroad. On-the-job training has been provided throughout by two long-term Dutch specialists and also through a variety of short training exercises in Cebu City, in the region and in Europe.

In the Dakar World Education Forum meeting of April 2000, the commitment of the member nations present to achieve education for all was affirmed. As indicated by Goal 6 from this meeting (*see box below*), *Education for All* clearly means and implies *good quality and relevant education for all*. STEPS – which is an inter-university support project – has made an important contribution in this regard in relation to mathematics and science education in the Central Philippines – particularly for basic and secondary mathematics and science education.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

¹ Previously, the structure of courses was into pure mathematics and science content (with no reference to the teaching of these subjects) on the one hand – and generic and general education courses (with little or no reference to the specific needs of individual subjects when teaching them at school level) on the other.

Research into Assessment of Numeracy and Literacy achievements in Disadvantaged Primary School Populations in Sub-Saharan Africa

Terry Russell, University of Liverpool, UK

Summary of Project Activities

The project was funded by DfID and conducted by Professor Terry Russell and Professor Kath Hart, the applicant institution being the Department of Education at the University of Liverpool.

The project was to support the development of the means to assess the basic numeracy and literacy skills in primary education in disadvantaged sub-Saharan populations, based on agreed sequences of progression in achievement, generated by desk reviews, validated by education personnel and confirmed empirically by teachers. Outcomes were intended to support teachers' formative assessment, communities' understanding of children's educational progress and administrators' capability to monitor sub-groups' differential performance. Teachers and children in Malawi, Ghana and Zambia participated and links with Ministries and higher education institutions were established.

Summary of Outputs

- the website: <http://www.cripsat.org.uk/current/dfid/dfidhome.htm>
- A Full Report which includes:
 - Ⓢ Detailed summaries of reviews and other project activities;
 - Ⓢ Teacher's Guide for Literacy Assessment with administration notes and all the literacy assessment instruments developed by the project;
 - Ⓢ Teacher's Guide for Numeracy Assessment with administration notes and instruments developed by the project;
 - Ⓢ The 'Progress in Reading' poster for non-literate parents, plus Guidance Notes for dissemination of the poster;
- Multimedia illustrations of various project activities, including classroom excerpts and trials of the assessment instruments.

Activities and Outputs

- The researchers' initial assumptions about the dearth of relevant research and materials relevant to the assessment needs available to stakeholders working with pupils in the early primary years were in no way diminished by the project experience.
- The major output of the project must be considered to be the instruments developed to assess numeracy and literacy skills, rather than the (necessarily non-representative) pupil performance data accumulated in the course of their development trials. The project produced reusable resources that will help to meet contemporary interest in formative, diagnostic and continuous classroom assessment.

The International Development Centre (IDC)
Open University, UK

The International Development Centre (IDC) is an inter-faculty research centre to develop research and teaching interventions on issues of international development. The Open University is a world leader in extending access to those otherwise deprived; IDC builds on that expertise to develop research and teaching partnerships in the South that benefit from the OU's innovations in distance learning. IDC supports the scaling up of projects to better address the urgent needs of communities facing poverty and social injustice. As an inter-faculty centre, it draws on a multidisciplinary network of scholars working on international development across various faculties. IDC aims to contribute to ensuring the university's high-quality academic activity in this field through solid research and teaching partnerships with the global South.

The research agenda of the International Development Centre in the next three years focuses mainly on *African Development and the Next Generation*. To break the cycle of poverty, Africa needs to realize its full potential in terms of its natural and, especially, human resources. Young people are the majority of the continent's population and their ambitions, goals and aspirations for peace, security and development will be critical in the struggle for development and emancipation. This research agenda will allow IDC to look at various situations facing young people in Africa today, their relationship to the elders; and their potential for addressing the challenges of development. This key theme will be examined through a variety of disciplinary fields such as (i) education and development; (ii) conflict and development; (iii) governance and development; (iv) health and development; and (v) science, technology and development. This means that the main projects within these various fields will use the *next generation* as the lenses for looking into contemporary issues on development in Africa. The three projects already underway, and outlined below, fall within the field of education and development.

The Open Door Project

“Open Door” is an IDC project to support higher education in Africa by making OU course materials available to African universities free of charge. The shortage of teaching resources in universities in low income African countries generates huge disadvantage for students in the higher education, and for the development of the skills so urgently needed for growth. The scheme takes advantage of The Open University's extensive supply of curriculum materials stored electronically. African partners make their selections from course prospectuses then materials are transferred on PDF files institution-to-institution for print on demand locally, under a non-commercial license that ensures use only within the universities and prevents resale. The scheme has the potential to promote and enhance learning in a number of universities quickly and at relatively low cost. It also gives the partners more choice about which learning materials they can integrate into their teaching and by doing so supports the development of an Africa-centric curriculum. The pilot phase of this project has been rolled out with the following African partners: Fourah Bay College of the University of Sierra Leone, (FBC); The Open University of Tanzania (OUT); The University of Zambia (UNZA); The National Institute of Education, (NIE) Rwanda; The National University of Rwanda (NUR); The Kigali Institute of Science and Technology, Rwanda; The Kwame Nkrumah University, Ghana. Early indications are that the scheme is meeting partners' needs and the OU is now seeking further funding to scale up the scheme and enable additional partners to be included.

The Digital Education Enhancement Project (DEEP)

The Digital Education Enhancement Project is an IDC associated project based in the Faculty of Education. It is aimed at research and interventions focusing on the potential of new

information and communications technology (ICT) to improve teacher education and the quality of pupil learning in schools serving poor communities. Originally funded by the U.K. Department for International Development (DFID), DEEP is a partnership between the Open University (United Kingdom) and several project partners, these are: University of Fort Hare (South Africa); Nelson Mandela Foundation's Unit of Rural Schooling and Development (South Africa); Programme, Planning and Monitoring Unit (Egypt); The Open University of Tanzania; Relief International-Schools-Online (Bangladesh); and The Open University of Sudan. Project partners share a common commitment to improving educational quality, through teacher professional development and the use of appropriate professional tools. Such commitment is aligned with the second Millennium Development Goal of Universal Primary Education, and the belief that all learners should have an equal opportunity to participate in high quality learning communities.

Teacher Education in Sub-Saharan Africa (TESSA)

TESSA is an IDC associated programme based in the Faculty of Education and Languages. This research and development programme aimed at creating 'open content' multimedia resources and course design guidance for teachers and teacher educators in Sub-Saharan Africa. TESSA is being led by The Open University (UK) and the African Virtual University (AVU) working with a consortium of national institutions (mainly in Ghana, Kenya, Nigeria, Rwanda, Sudan, South Africa, Uganda and Zambia) and international organizations such as the Commonwealth of Learning. The phase one of the TESSA is aimed at improving classroom practice in basic education with a particular focus on literacy, numeracy, science, life skills, social studies and the arts. TESSA supports a wide range of courses and qualifications including accredited courses and in-service professional development programmes. Projects have included qualification upgrading programmes in South Africa and Tanzania and research activity across a range of African countries. The DEEP project outline above is part of the TESSA programme. It is anticipated that the most effective use of the TESSA resources will involve support systems provided by colleges, universities or local education district staff. TESSA will provide advice on the range of models of successful support available.

Nkrumah College of Education's Contribution to Meeting EFA Goals

Ruth Mwale Mubanga, Nkrumah College of Education, Zambia

Nkrumah College of Education offers training for Secondary and High School teachers that teach from grades 8 to 12, in all subjects except Industrial Arts, Fine arts, and Home Economics.

The Strategic Goals of the College include:

- Development of a curricula that will respond to the needs of learner and society
- Cultivating a culture of innovative, creative critical thinking and lifelong learning
- Promoting a high standard of Education through appropriate assessment instruments and procedures.
- Creating an environment conducive for effective teaching and learning
- Enhancing learning by the use of various teaching strategies
- Accelerating the process of mainstreaming special issues into education delivery system,

In its Endeavour to provide high quality teacher education which is accessible, equitable while addressing cross-cutting issues, the college has embarked on a number of programmes and initiatives which include:

- **The VVOB BeSSTT (Better Secondary School Teachers Trained)** whose objectives include:
 - Establishing a staff development unit that supports training activities for all college departments.
 - Establishing ICT and ensuring that all staff are computer literate
 - Establishing administrative and professional capacity to ensure an efficient delivery of educational services.
 - Establishing a durable system for planning, implementation, impact and monitoring of the project activities is operational

- **The NUFFIC project.**

On the other hand NUFFIC project is administered by a Consortium of Centre of Innovation of Education and Training (CINOP), Fontys University of Professional Education and TEVETA (Technical Education, Vocational and Entrepreneurship Training Authority). The NUFFIC project aims at providing Capacity Development for Management, Financing and Administration support to Nkrumah and Copperbelt Colleges of Education.

The project focuses on four main areas, which are Admission and Enrolment; Budgeting and Procurement; Accounting and Management. It is envisaged that as a result of the project the college will have:

- Improved organization and operational structures where there will be investment and improvement of ICT.
- Implementation of new organizational and operational system, structures and information processes
- Application of new systems, structure and information processes.

The overall outcome will be an improved high quality teacher education that will effectively contribute towards the government achieving Education For All goals.

Selected Bibliography: Higher Education and EFA

2005

L'éducation de base pour tous dans la francophonie à l'heure de mondialisation. Une perspective comparative.-- Paris, L'Harmattan, 2005. 201 p. (Cahiers africains de recherche en éducation) ISBN: 2-7475-9805-5

“Au cours des discussions, l'université a été sollicitée sur deux chantiers différents: la recherche et l'action. Il est impératif de déployer des activités de recherche autour des fondements de l'EPT, des effets réels (sociaux et psychosociaux) des actions d'EPT et des formules alternatives d'EPT. Ceci ne peut s'accomplir que par le biais d'études qualitatives venant alimenter la réflexion amorcée par les données quantitatives (les indicateurs statistiques ne doivent pas être travaillés comme s'ils rendaient parfaitement compte de la complexité du réel, ni les actions entreprises sur la base d'une analyse partielle de la situation).

*En termes d'action, les recommandations proposent de renouer avec la tradition universitaire d'éducation populaire, de favoriser les activités de volontariat des professeurs, des étudiants et des autres personnels dans la formation continue. Cette articulation doit se faire dans la réciprocité : aller vers et permettre l'apport des communautés. » **La contribution des universités, p. 122***

Tertiary Education and Education for All: Establishing Policy Linkages (L'enseignement tertiaire et l'éducation pour tous: la création de connexion au niveau des politiques)/ Ordonez, Victor / UNESCO European Centre for Higher Education [CEPES][Romania].-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, vol. 30, no. 3-4, pp. 267-275, 2005. ISSN: 0379-7724

“There are several areas of intersection between tertiary education and basic education. This article examines four such areas – teacher education, academic research, policy analysis and research, and university outreach – and explores possible policy alternatives by which collaboration in these can be strengthened and optimized. The author submits examples from case studies and policy options as related to the four areas identifies. The article concludes with a reflection on the possible new paradigms of education for a vastly different future”
abstract

The Role of Higher Education in obtaining EFA goals with particular focus on developing countries./ Sanyal, Bikas C.—2005, 42 p.

MEETING: UNESCO Forum on Higher Education, Research and Knowledge

“To facilitate the implementation of the tasks mentioned in section 3, the institution of higher education

- (1) should introduce regular programmes of instruction at diploma, undergraduate and post graduate levels to obtain EFA goals as is being done in England, India and China, among others taking into consideration international developments in these fields.*
- (2) Should set up research and development units to facilitate the design, implementation and evaluation of the content, method and structure of the programmes for obtaining the EFA goals*
- (3) Should set up extension or extramural studies unit to bring the institutions, through its students and staff, closer to the community having been engaged in the development of the latter.*

(4) *Should set up institutional mechanisms to co-ordinate the research, instruction and extension activities focused on each of the EFA goals” 4.3 Strategies at the Institutional level, p. 41.*

2004

The role of Universities in contributing to education for all in the Windhoek Office Cluster Countries

Claudia Harvey, Director and UNESCO Representative to Angola, Lesotho, Namibia, South Africa and Swaziland, October 2004, 9p

MEETING: International Meeting on the University Community and Education for All - creating and sustaining improvements

UNESCO, 3-4 November, 2004 Paris, France

http://www.unesco.org/education/universityandefa/Dr_Harvey.pdf

*The paper discusses the impact of globalization, especially with regard to the challenge of new information communication technologies and the brain drain in African universities. It further looks at the role of universities in Africa in contributing to the strategies of NEPAD to ensure education for all and sustainable development. Practical examples from the Windhoek Cluster countries are provided on how universities can collaborate with governments and civil society institutions in the promotion of education for all. **abstract***

2001

New functions of higher education and ICT to achieve education for all / Sanyal, Bikas C. / UNESCO International Institute for Educational Planning [IIEP].—Paris, 2001, 21 p.

MEETING: Expert Roundtable on University and Technology-for-Literacy/Basic Education Partnership in Developing Countries, Paris, 2001

1999

The contribution of higher education to the education system as a whole / UNESCO In: World Conference on Higher Education. Volume IV; Thematic Debate – Paris, 1999, 68 p.

MEETING: World Conference on Higher Education, Paris, 1998

“Higher education needs to contribute both conceptually and in the preparation of personnel. Conceptually through: contribution to the redevelopment of the school curriculum; the analysis and evaluation of education systems; through futures thinking on the evolution of education; and through the development of co-operative networks. In personnel: through the preparation of teachers; of specialists for the whole field of education, formal and non-formal; in the development of continuing professional education, including its own personnel. A particular priority exists for the education of girls and women.

*The present situation of higher education, with its emphasis firmly on growth of students and on finance, requires a more general commitment to the well-being of education as a whole. The call for a “new academic covenant” provides for a major re-assessment, involving the key intellectual role of universities. The contribution of research to improved practice in education is of special importance” **abstract***

1996

Education for All/ Craig, Anita P.-- In: South African Journal of Higher Education, v10 n2 p. 47-55 1996. ISSN: 1011-3487

CONTENTS: *Basic principles of instruction to effect cognitive change are examined, particularly within the context of South African higher education. Principles include: creating and engaging in conflict between existing knowledge and demands of an unfamiliar task; empowering learners to address the unfamiliar; scaffolding between learner and task; testing to monitor learning; and manipulating the gap between the known and the new.*

1995

Achieving basic education for All: role of higher education and new information technology (Assegurar educação básica para todos: o papel do ensino superior e das novas tecnologias de informação)/ Sanyal, Bikas C. / UNESCO International Institute for Educational Planning [IIEP].-- Paris, 1995. 22 p. (IIEP Contributions. v. 22)

MEETING: Anniversary (75th) of the University of Rio de Janeiro. Rio de Janeiro, Brazil, 1995

« *The tasks of higher education institutions for the development of basic education given in Section 2 give the broad basis of what higher education could do to promote basic education for all. The role of information technology and distance education becomes important, if not imperative, to perform some of the principal tasks, e.g.*

- *promote community participation and partnership;*
- *to manage text-books; and*
- *to train planners and managers of educational programmes.” Concluding remarks, p. 13*

1992

Role of higher education in promoting Education for All / UNESCO Principal Regional Office for Asia and the Pacific [PROAP][Thailand].-- Bangkok, 1992. 79 p.

MEETING: Regional Conference on the Role of Higher Education in Promoting Education for All. Bangkok, 1990.

“*The Conference on the role of higher education in promoting education for all has recognized the potential that exists, as well as the importance of harmonizing this potential for the achievement of EFA. This is not only because sound basic education is fundamental to strengthening higher levels of education, but also because the higher education system, has the power to contribute meaningfully towards achieving education for all.*” Chapter five: *Conclusion and Recommendations, p. 42*

The role of open universities in promoting Education for All / Korea Air and Correspondence University; Asian Association of Open Universities.-- Seoul, 1992. 427 p.

MEETING: Asian Association of Open Universities Annual Conference. Seoul, 1992.
CONTENTS: *The articles are organized around four themes: education for all-general approaches; education for all-implementation; programmes in open universities- current status and vision; delivery systems of open universities in promoting for all.*

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The 6th meeting of the High-Level Group on EFA: Early Childhood Care and Education UNESCO

Cairo, Egypt, 14-16 November 2006

http://www.unesco.org/education/efa/global_co/policy_group/index.shtml

The 7th Meeting of the Working Group on EFA

UNESCO Headquarters Paris, France, 19-21 July 2006

http://www.unesco.org/education/efa/global_co/working_group/index.shtml

The Bergen Round Table: Coupling Education For All with Higher Education

In collaboration with Union of Education Norway

Bergen, Norway - May 20, 2006

<http://www.hib.no/aktuelt/konferanse/dokumenter/RoundTable.html>

International Meeting on the University Community and Education for All -creating and sustaining improvements

UNESCO

Paris, France, 3-4 November 2005

Calling Higher education to a Higher Ceiling

Georgetown University and UNESCO

Washington, USA - February 28, 2005

L'Éducation de base pour tous dans la Francophonie, à l'heure de la mondialisation – Une perspective comparative

Université de Paris VIII-St-Denis and the Groupe d'étude sur l'éducation en Afrique (GRETAf)

Paris, France – 20-22 May 2002

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Regional Co-operative Programme in Higher Education for Development in Asia and the Pacific

Bangkok, Thailand – 10-14 December 1990

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Agence universitaire de la Francophonie (AUF)
<http://www.auf.org/>

Association for African Universities (AAU)
<http://www.aau.org/>

Association for the Development of Education in Africa (ADEA)
<http://www.adeanet.org/>

Association of Universities and Colleges of Canada (AUCC)
<http://www.aucc.ca/>

International Association for Universities
<http://www.unesco.org/iau/>

Réseau international francophone des établissements de formation de formateurs (RIFEFF)
<http://rifeff.scedu.umontreal.ca/>

Swedish International Development Cooperation Agency (SIDA)
<http://www.sida.se/>

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Regional Office for Education in Africa
http://www.dakar.unesco.org/en_index.shtml

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<http://www.harare.unesco.org/>

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<http://www.cripsat.org.uk/>

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<http://www.cis.vu.nl/home/index.cfm>

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<http://www.mzumbe.ac.tz/>

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Universidad Autónoma del Estado de Morelos, México
<http://www.uaem.mx/>

University of Cape Coast, Ghana
<http://www.uccghana.net/>

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<http://www.uem.mz/>

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<http://www.actionaid.org/323/education.html>

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<http://www.aide-et-action.org/>

Global Campaign for Education
<http://www.campaignforeducation.org/>

Higher Education for Development (USAID)
<http://www.hedprogram.org/>

NUFFIC
<http://www.nuffic.nl/>

Oxfam – Education Now
<http://www.oxfam.org/en/programs/campaigns/education/index.htm>

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<http://www.research4development.info/index.asp>

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<http://www.unicef.org>

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<http://www1.worldbank.org/education/efafti/>

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UNESCO Teacher Education
http://portal.unesco.org/education/en/ev.php-URL_ID=32260&URL_DO=DO_TOPIC&URL_SECTION=201.html

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http://portal.unesco.org/education/en/ev.php-URL_ID=50558&URL_DO=DO_TOPIC&URL_SECTION=201.html

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Reports

The 2007 Global Monitoring Report: Early Childhood Care and Education
UNESCO, 2006

What are the benefits of programmes for the very young? Why have countries been slow to implement policies that integrate care, health, nutrition and education? Besides taking a closer look at early childhood care and education, the first of six Education for All goals the world is committed to achieving by 2015, the fifth edition of the Report also assesses progress towards the other goals and levels of aid to basic education.

Report in English: <http://unesdoc.unesco.org/images/0014/001477/147794e.pdf>

Education Sector Strategic Plan II (ESSP II) 2005-2009

Ministry of Education, Government of Mozambique

April, 2005

http://www1.worldbank.org/education/efafti/documents/Mozambique_Education_Plan.pdf

Financing Education for All by 2015: Simulations for 33 African Countries

Alain Mingat, Jee-Peng Tan, and Ramahatra Rakotomalala

Africa Region Human Development Working Papers Series, World Bank

June 2002

Education for All (EFA) by 2015 is one of eight Millennium Development Goals to which 189 countries committed themselves in 2000 as part of the effort to reduce poverty and improve the welfare of their populations. In some countries, reaching these goals will require more resources than their governments can mobilize from the domestic economy. Employing a policy-based approach, this paper distinguishes itself from other attempts to estimate the cost of achieving EFA by 2015, resulting in different estimate amounts required to finance EFA.

http://siteresources.worldbank.org/AFRICAEXT/Resources/no_26.pdf

Higher Education and Developing Countries: Peril and Promise

The Task Force Higher Education Report, World Bank/UNESCO

March 2000

The Task Force brought together experts from 13 countries to explore the future of higher education in the developing world. Based on research and intensive discussion and hearings conducted over a two-year period, the Task Force has concluded that, without more and better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge-based economy. Attempting to clarify the arguments for higher education development, especially from the standpoint of public policymakers and the international community, it has diagnosed specific problems that are common across the developing world—home to more than 80 percent of the world's population—and identified four critical areas where potential solutions lie.

<http://www.tfhe.net/report/downloads/report/whole.pdf>

Progress Report for the Education For All – Fast Track Initiative

Fast Track Initiative, World Bank

Sept. 7, 2006

[http://siteresources.worldbank.org/DEVCOMMINT/Documentation/21046513/DC2006-0015\(E\)-Education.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/21046513/DC2006-0015(E)-Education.pdf)

The State of the World's Children 2007: Women and Children: The Double Dividend of Gender Equality

UNICEF, 2006

This report examines the discrimination and disempowerment women face throughout their lives – and outlines what must be done to eliminate gender discrimination and empower women and girls. It looks at the status of women today, discusses how gender equality will move all the Millennium Development Goals forward, and shows how investment in women's rights will ultimately produce a double dividend: advancing the rights of both women and children.

<http://www.unicef.org/sowc07/>

<http://www.unicef.org/sowc07/docs/sowc07.pdf>

World Development Report 2007: Development and the Next Generation

World Bank, September 2007

Developing countries which invest in better education, healthcare, and job training for their record numbers of young people between the ages of 12 and 24 years of age, could produce surging economic growth and sharply reduced poverty, according to a new World Bank report launched at the Bank's Annual Meetings in Singapore. With 1.3 billion young people now living in the developing world-the largest-ever youth group in history-the report says there has never been a better time to invest in youth because they are healthier and better educated than previous generations, and they will join the workforce with fewer dependents because of changing demographics.

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2007/0,,menuPK:1489865~pagePK:64167702~piPK:64167676~theSitePK:1489834,00.html>

Research Projects

The Basic Education and Policy Support (BEPS)

The Basic Education and Policy Support (BEPS) Activity is a multi-year, worldwide, indefinite quantity contract by which the U.S. Agency for International Development (USAID) Global Bureau Centre for Human Capacity (G/HCD) can work to achieve four objectives: (1) improve the quality, efficiency, access, and equity of education, particularly basic education; (2) support educational policy dialogue and reform; (3) carry out restorative and beneficially additive basic education, educational policy, and planning activities in crisis and non-presence countries; and (4) carry out pilot projects and provide technical assistance and information on child labour.

<http://www.beps.net/>

Consortium for Research on Educational Access, Transitions and Equity (CREATE)

CREATE is developing a programme of research focused on countries in South Asia and Sub-Saharan Africa to analyse policy and practice designed to reduce exclusion. Its aim is to increase access to knowledge and capabilities that can reduce poverty and enhance progress towards the Millennium Development Goals.

<http://www.create-rpc.org/>

Commonwealth of Learning (COL)

Based in Vancouver, Canada, COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations improve access to quality education and training.

<http://www.col.org/colweb/site>

Learning and Teaching in Multigrade Settings

Learning and teaching in multigrade settings is an international research programme based at the School of Lifelong Education and International Development (LEID), Institute of Education, University of London (IOE).

<http://www.ioe.ac.uk/multigrade/>

PRIDE Project

The PRIDE Project seeks to enhance student learning in fifteen Pacific countries by strengthening the capacity of each Ministry of Education (or equivalent) to plan and deliver quality basic education. The PRIDE Project defines basic education as all education provisions for children and youth except higher education. It includes early childhood, elementary, primary and secondary education, together with Technical & Vocational Education & Training (TVET), and covers both the formal and non-formal sectors.

http://www.usp.ac.fj/index.php?id=pride_home0

Research Consortium on Educational Outcomes and Poverty (RECOUP)

RECOUP is a five-year research programme during which more children than ever before - particularly those from poor households - will be moving through schooling and training to become working youths and adults. Their fortunes will be affected not only by their educational experiences, but also by the broader context of welfare and opportunity. The multi-sectoral objectives of the Millennium Development Goals (MDGs) acknowledge this inter-dependence. Yet its nature and strength are not fully understood, and judgments about priorities for policy change, or about their sequencing, are not always firmly based.

<http://www.educ.cam.ac.uk/RECOUP/index.htm>

The Crucial Role of Higher Education in Achieving Education for All

An article for IAU Horizons written by Bikas C Sanyal *

Pledges, pledges

In 1948, the nations of the world adopted the Universal Declaration of Human Rights, asserting that “everyone has a right to an education”. By 1990, however, 900 million adults and 100 million children still did not have access to education. To address this, world leaders met the same year in Jomtien, Thailand and adopted the “World Declaration of Education for All: Meeting Basic Learning Needs” and articulated the “Framework of Action to Meet Basic Learning Needs”. Ten years later, assessment hardly showed signs of progress — 862 million adults and 107 million children were still not enjoying their “right to an education”. In 2000, leaders met again in Dakar, Senegal, and set six goals deemed necessary to achieving Education for All (EFA): (1) expanding and improving comprehensive early childhood care and education (**ECCE**); (2) ensuring that all children have access to free and compulsory primary education of good quality (**UPE**) by 2015; (3) ensuring equitable access to appropriate learning and life skills for all young people and adults (**YALS**); (4) achieving a 50 percent improvement in adult literacy while providing equitable access to basic and continuing education for all adults (**literacy**); (5) achieving **gender equality** in education by 2015; and finally (6) improving all aspects of the **quality of education** while ensuring that recognized and measurable learning outcomes are achieved by all. Adding to the momentum, UNESCO made EFA its foremost priority and developed the “EFA Index (EDI)” to help monitor progress towards the EFA goals. The organization’s director-general pledged “to fight this fight with all the resolve and all the moral and intellectual force...with the aid of all UNESCO’s partners”. The President of one of those partners, the World bank, followed suit with a noteworthy pledge: “No country with a viable and sustainable plan for achieving EFA will be unable to implement it for lack of external resources...The World Bank is firmly committed to achieving EFA.”

These pledges have been key in mobilizing efforts towards EFA, and considerable progress has been made. But present trends show that the world is not on track to meet the EFA goals. According to the 2007 Global Monitoring Report (EFA-GMR) launched last October, there are more countries “far from achieving EFA goals” than in 2002. The Report recommends a more comprehensive approach to EFA, but where do institutions of higher education (HEIs) fit in this approach? As the main provider of teachers and administrators, research, and community-based extension services, HEIs play a vital role in making sure the EFA goals are met in time.

The missing link

Analysis of the strategies implemented as a result of international pledges demonstrates that the role of HEIs has very seldom been given a direct importance. This has had serious consequences for higher education. Donor agencies, such as the World Bank, have reduced their investment in the sector. Developing countries have shifted their priority to primary education, and governments have scaled down their budget allocations to higher education. As a result, HEIs in developing countries are stretched thin and have begun putting more focus on producing graduates for a workforce driven by economic demand and less focus on their role in EFA.

The link between higher education and EFA, thus, seems to have been missed, even despite the proclamation made by world leaders at the 1998 World Conference on Higher Education that a primary mission of higher education is “to contribute to the development and

improvement of education at all levels”. Achieving EFA, the leaders proclaimed, requires more qualified teachers, new information and knowledge, new teaching and learning techniques and innovative partnerships with civil society – all standard provisions of the higher education sector. Therefore, the lack of progress towards the EFA goals observed recently seems to correlate at least partially to the recent level of engagement of the higher education sector in the EFA process.

Below we shall examine three functions of HEIs – research, instruction and extension services – that are central to the role of higher education in achieving EFA and a few examples of good practice.

The role of research in achieving EFA

Three types of research contribute to achieving EFA: diagnostic or exploratory research, which generates knowledge on relevant EFA issues and informs policy and programme design; prognostic research, which enables alternative policy scenarios to be explored in quantitative and qualitative terms; and formative and summative evaluation research, which provides a knowledge base for the review of progress and outcomes of policy.

There are also three aspects of research that are relevant to EFA. The substantive aspect of research contributes knowledge to the theories in the field of EFA. In this aspect, results can be facts derived from surveys on EFA questions, explanations of issues related to EFA derived from a theoretical base (and therefore contributing to the knowledge base of the EFA field), or future scenarios of EFA derived from both surveys and theoretical bases. On the other hand, the methodological aspect of research is concerned with the process of generating new knowledge. It benefits EFA by defining concepts, promoting an equilibrium between quantitative and qualitative analysis, and identifying the impact on education of both sectoral and non-sectoral factors. Thirdly, the application aspect of research promotes EFA by building the capacity of planners and policymakers. Here, the emphasis is on enabling stakeholders in order to, for example, utilize research results to better formulate policies, articulate targets and target groups, design programmes, explore strategy alternatives, optimize resource allocation and utilization, identify key monitoring indicators of EFA and factors of progress, and articulate corrective measures, etc.

A few examples of good practice in research for EFA can be highlighted. In 2003, the East China Normal University of the People’s Republic of China had 767 items of basic research, 1080 items of application research and nine items of experimental development research, in addition to 34 applications of R&D findings used to promote EFA at national and provincial levels.

The Centre for Science Education and Communication of Delhi University and the Homi Bhabha Research Centre of the Tata Institute of Fundamental Research (University of India) are pioneering applied research on curriculum and teaching methods in mathematics and science for primary and teacher education.

The joint project for capacity-building in research under the UNESCO-Japanese Funds in Trust, carried out by the Lesotho College of Education, the University of Lesotho and the Ministry of Education, promotes EFA and improves the education system.

An example of North-South co-operation for capacity building in research to promote EFA is observed in Malawi between Virginia Polytechnic Institute (among others) of USA and Domasi College of Education of Malawi.

The role of instruction in achieving EFA

The instructional function of institutions of higher education is the most important element for achieving EFA goals because they help train the workforce that drives the entire education sector. Instructional programmes are delivered in two ways: formal and non-formal.

Formal instruction programmes across all disciplines, and particularly in the social sciences and humanities, provide the teachers – the key player in achieving EFA. Without adequate supply of teachers, the EFA goals on ECCE, UPE, YALS and literacy can never be achieved. Only HEIs can supply these teachers mostly through their formal programmes. In addition, HEIs provide essential in-service and pre-service training in pedagogy, curriculum development, special education, educational testing and measurement and educational research, thus ensuring that all EFA goals are covered.

Non-formal instruction in HEIs, which encompasses both on-line and on-site continuing education, is useful in developing the professional capacity of administrators of teacher-training institutions and governmental and non-governmental officials so that they can effectively manage increasingly complex tasks under increasing resource constraints. In a globalizing world where the reach of teachers is being expanded, programmes such as refresher courses can help teachers adapt to new and emerging tasks related to ICTs and the need to take culture factors into account.

While examples of good practice in the role of instruction in achieving EFA are common, the formal and non formal programmes of East China Normal University that have supplied good quality teachers in large numbers deserve special mention.

Also noteworthy are the special university colleges set up by the Arab Republic of Egypt in 1989 to meet the demand for qualified pre-school teachers. By 2001, the colleges had graduated 17,327 pre-school teachers.

An example of South–South co-operation in Distance Teacher Education is observed between the Indira Gandhi National Open University of India and Ethiopia, Ghana, Sierra Leone and the Gambia. The use of ICTs between the University of Pretoria of South Africa and Ethiopia, Ghana and Uganda through the sponsorship of the UNESCO International Institute for Capacity Building in Africa (IICBA) is another example.

Multi-agency co-operation is observed among the Secretariat of the New Partnership for Africa’s Development Initiative (NEPAD), the African Virtual University, the University of South Africa and the UNESCO Windhoek Cluster Office, who partnered to explore the introduction of capacity-building programmes to promote EFA in Angola.

Finally, the partnership forged between the University of Delaware of USA and the Pontificia Universidad Catolica del Peru to prepare teachers for science and mathematics using the technique of problem-based learning is exemplary of North–South co-operation.

The role of extension services in achieving EFA

To genuinely contribute to national development, HEIs must give up their ivory tower image and engage more with their local communities. Extension programmes of HEIs are an important service to local development.

Extension programmes can involve the following activities:

- Initiating adult literacy classes on campus;

- Introducing national service schemes as a condition for graduation, where students participate in the early childhood care and education programmes, teach primary schools students and conduct adult literacy programmes;
- Launching media campaigns that motivate and encourage children of lower socio-economic status and women to pursue basic education
- Organising community discussions on particular programmes offered or proposed by the HEI and their usefulness and quality;
- Prepare media programmes for neo-literates to promote the sustainability of the education they received;
- Organising meetings with potential donors to raise funds for programmes related to EFA;
- Organising evening and weekend in-service classes for school and programme administrators, inviting extension lecturers on educational management when applicable.

The Lady Irwin College of Delhi, through its Child Study Centre in the Department of Child Development, provides early childhood care and education directly to children in its community, making it an excellent example of the direct linkage between HEIs and basic education (and is presented in one of the articles of this issue.) A more indirect linkage is observed in Namibia where the Rossing Foundation of Namibia, the non-profit provider of internet service, the SchoolNet Namibia, and the Ministry of Basic Education, Sports and Culture have joined hands with the Centre for External Studies and the Department of Adult and Non-Formal Education of the University of Namibia to provide training on the use of ICTs in non-formal education for adult and literacy educators to produce culturally sensitive and culture relevant training materials within the framework of EFA goals.

Concluding remark: the alert signal

This article is a humble attempt to show that by consolidating some of higher education's strengths – research, instruction, and extension services – it is possible for HEIs, especially in developing countries, to put EFA at the centre of their efforts and bring a clear sense of urgency in meeting the EFA goals. The level of commitment to the role of higher education in EFA is an important measure of commitment to EFA itself. Therefore, in recalling the alert signals given by the Director General of UNESCO: “As each year passes, the target date of 2015 comes nearer and the need to match words with deeds becomes more and more imperative,” and therefore “...there is no place for complacency.”

Let us hope the higher education stakeholders will listen to the alert signal.

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