Advancing Research in Commonwealth Africa: some reflections

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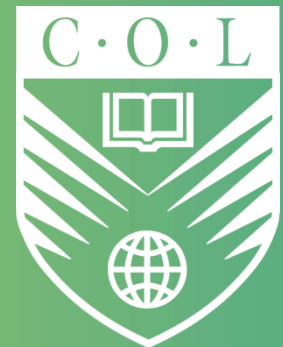
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CONTEXT

Post-2015 targets: SDG's

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth

Equitable, Quality Education & Lifelong Learning for All by 2030
UNESCO: post-2015 education agenda

- Basic Education
  (incl ECCE & lower secondary)

- Post-basic (incl upper sec & tertiary)

- Quality and relevant teaching learning

- Youth & adult literacy

- Skills for life and work

# Post 2015 development framework for Education: Commonwealth

- **Access**: every child completes 9 years of basic education & has access to secondary education

- **Quality**: post-basic education for livelihoods and employment

- **Equity**: class, gender, special needs, location, age

The Commonwealth

What is the Role of a University?

- Preparing scholars
- Extending knowledge boundaries
- Supporting communities
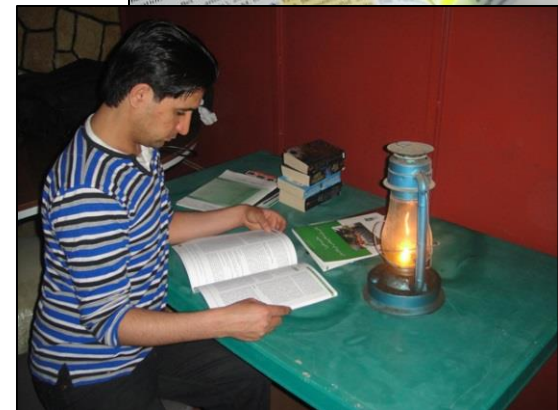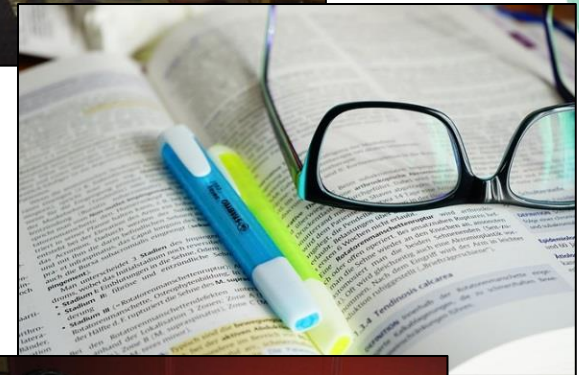
Dr. Nkosazana Dlamini-Zuma, 2014

"Higher education must help develop the skills to accelerate our development, to industrialize, to build and maintain our infrastructure, to manage our diversity and natural resources, to build shared prosperity, to strengthen and deepen our democracies and to building peaceful societies."

Emigration Rate of Tertiary Educated to OECD Countries

| Country/Region	% of Tertiary Educated Population Age 25+
Seychelles	77.3
Mauritius	56.0
Sierra Leone	49.2
Ghana	44.7
Kenya	38.5
Uganda	36.0
Sub-Saharan Africa	12.6

Remittances from the Diaspora Sub-Saharan Africa

- 2014: $ 33 billion

- Top CW remittance recipients in 2014:
  - Nigeria ($22.3bn)
  - Kenya ($1.5 bn)
  - South Africa ($1.0 bn)
  - Uganda ($1.0 bn)
  - Lesotho ($0.5 bn)

Policy Recommendation: Research for Development

- How can research add value to development process in terms of strengthening livelihoods, and sustainable development?

- How can research support the marginalized communities and make a difference?

- How can research contribute to achieving better learning outcomes?

STATUS OF RESEARCH
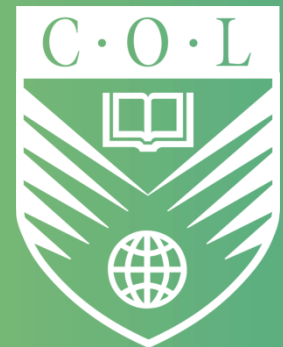
African Union & Higher Education

- Africa needs more PhDs for research, knowledge generation and critical skills for economic development

- Challenges
  - Doctoral studies not regarded as a national priority
  - Lack of Funding
  - Inexperienced PhD supervisors
  - Inadequate research culture
  - Sub-Saharan Africa contributes only 0.7% to world scientific output and 3 countries – South Africa, Egypt and Nigeria – produce three-quarters of Africa's output

MacGregor K., 2013

PhD enrolment across Commonwealth Africa

| Country	Year	PhD enrolment
Ghana	2011	721
Kenya	2005	7571
Mauritius	2011	92
Namibia	2005	45
Nigeria	2005	8385
Tanzania	2005	3318
Uganda	1999	1620
Zambia	1999	176

South African Universities & SADC Protocol on Education

- SADC Member States also agreed to urge universities to cooperate in the area of research and to forge links with the industry/private sector and other relevant sectors, including the SADC sectors

- Students from SADC countries enroll and study at South African universities and are given the same treatment as South African students.

- PhD students from SADC Member States benefit from bursaries/scholarship just like South African students
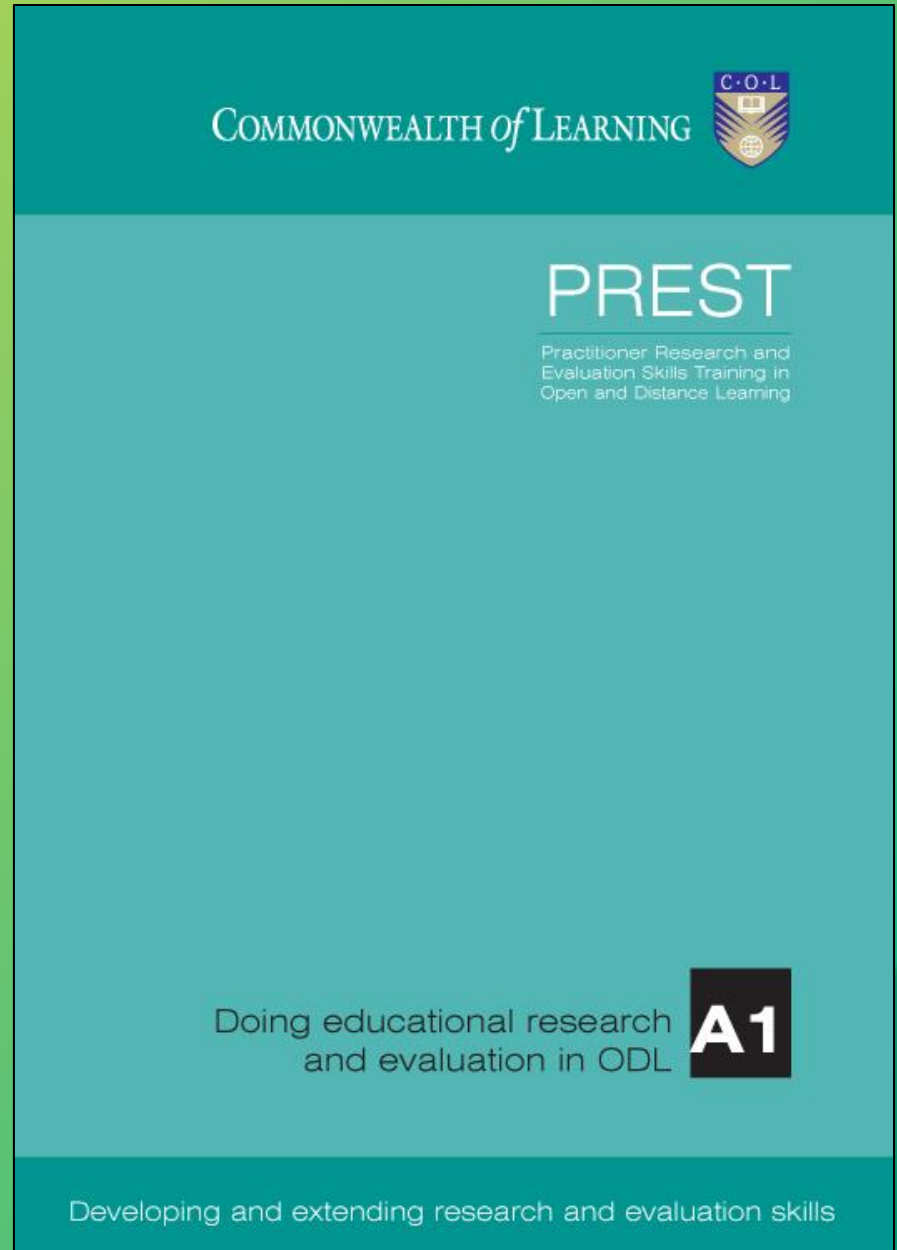
Policy Recommendation

1. Similar Model to be adopted by

- ECOWAS (Economic Community of West African States)

- EAC (East African Community)

2. More funding and Scholarships

COL CONTRIBUTIONS
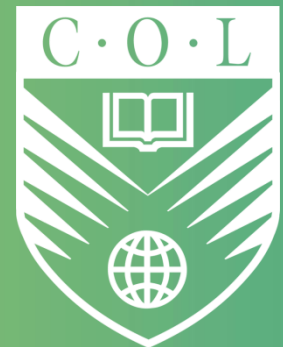
Inadequate capacity

CORE MODULES

- An Introduction to research & evaluation
- Planning research and evaluation
- Getting and analysing data: quantitative methods
- Getting and analysing data: qualitative methods
- Mixed research methods
- Reporting on research and evaluation

PREST: What needs to change

- The new programme will focus on research in education
- It will also reflect current practices in research including the use of ICT and OER
- Target audiences: practitioners, educators and those wishing to pursue a doctoral degree
- It will be made available as OER

Practitioner Research, Evaluation and Skills Training (PREST)

- Accredited by the Botswana Training Authority -2009
- The year-long programme focuses on the training of researchers in the Southern African Development Community (SADC)
- First cohort graduated in 2010 (Botswana, Swaziland, Lesotho, Tanzania, Zambia, Malawi, Mozambique, Namibia)

UNESCO-COL Chairs in ODL and OER

Pan-Commonwealth Forum (PCF)

Excellence in Distance Education Awards (EDEA)

Award of excellence for institutional achievement

Award of excellence for distance education materials

Award of excellence for an eLearning experience in difficult circumstances

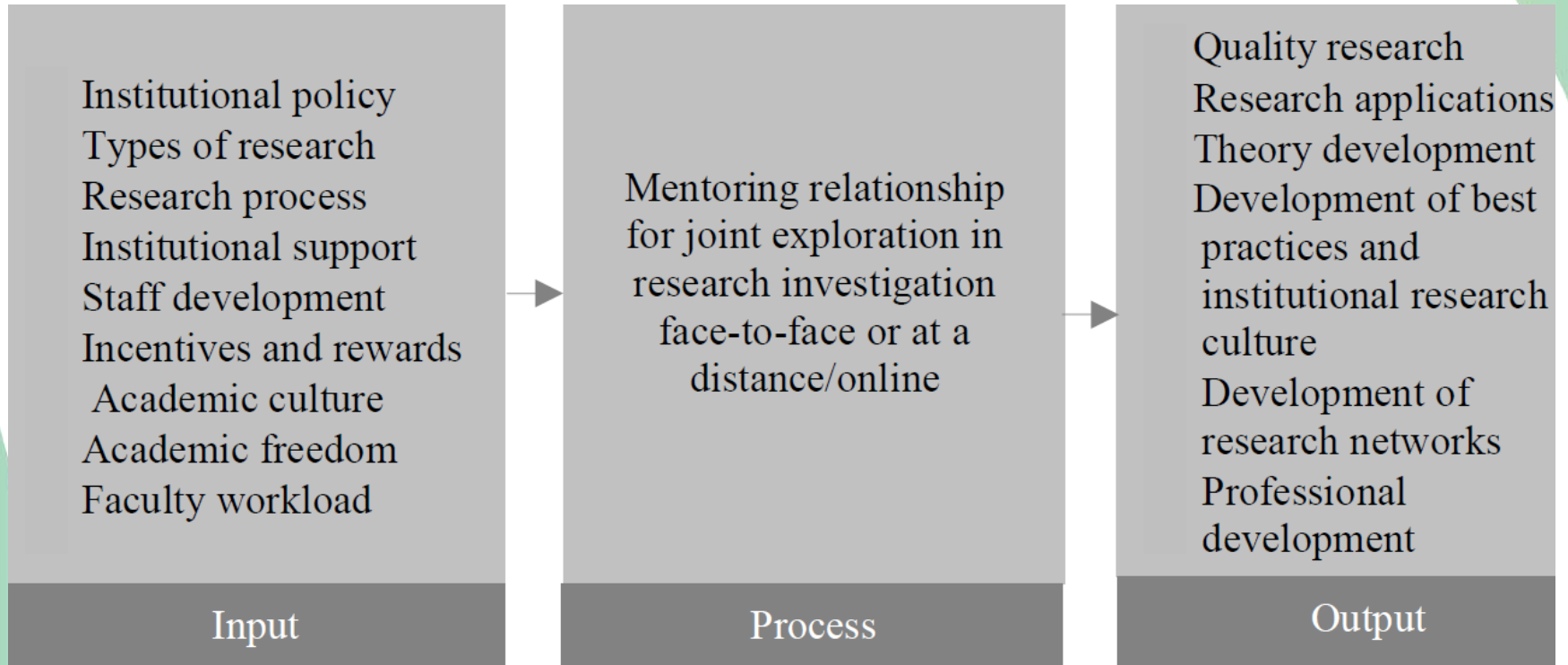# Journal of Learning for Development – JL4D

Policy Recommendation

- International and Regional Collaboration
- Strengthen Research Capacity

PROMOTING RESEARCH

Research Through Mentoring

Input	Process	Output
Institutional policy Types of research Research process Institutional support Staff development Incentives and rewards Academic culture Academic freedom Faculty workload	Mentoring relationship for joint exploration in research investigation face-to-face or at a distance/online	Quality research Research applications Theory development Development of best practices and institutional research culture Development of research networks Professional development

Panda, Santosh (2005), Research as Professional Development in Distance Education ,
Indian Journal of Open Learning, 14(3)

What drives research and innovation in industry?

What drives innovation
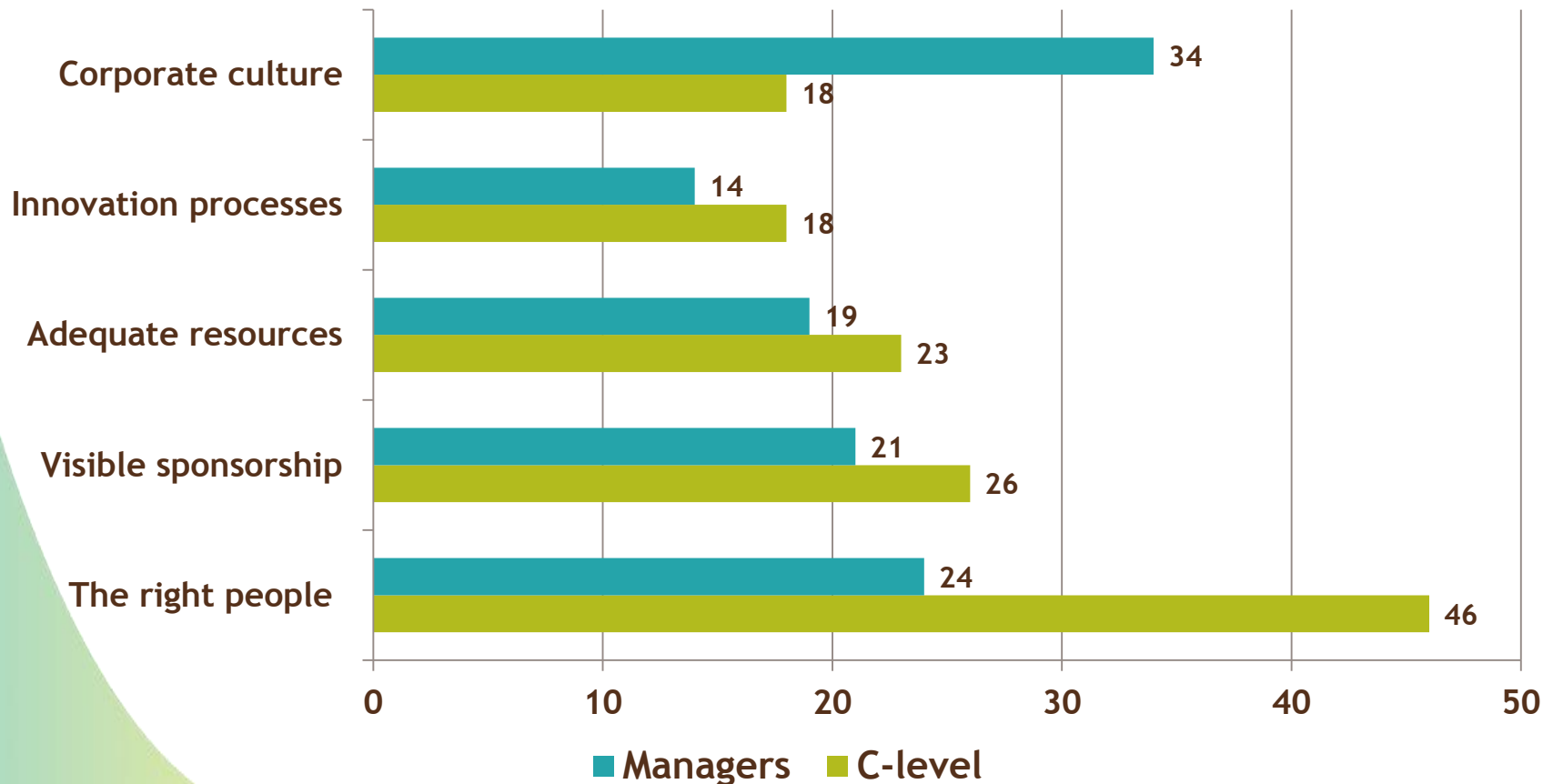
Institutional Characteristics for Promoting Research

CHARACTERISTIC	DESCRIPTION
Recruitment and selection	Great effort is expended to recruit and hire members who have the training, goals, commitment, and socialization that match the institution.
Clear coordinating goals	Visible, shared goals coordinate members' work.
Research emphasis	Research has greater or equal priority than other goals.
Culture	Members are bonded by shared, research-related values and practices, have a safe home for testing new ideas.
Positive group climate	The climate is characterized by high morale, a spirit of innovation, dedication to work, receptivity to new ideas, frequent interaction, high degree of cooperation, low member turnover, good leader/member relationships, and open discussion of disagreements.
Mentoring	Beginning and midlevel members are assisted by and collaborate with established scholars.
Communication with professional network	Members have a vibrant network of colleagues with whom they have frequent and substantive (not merely social) research communication, both impromptu and forma, in and outside of the institution.
Resources	Members have access to sufficient resources such as funding, facilities, and especially humans (e.g., local peers for support, research assistants, technical consultants).
Sufficient work time	Members have significant periods of uninterrupted time to devote to scholarly activities.
Size/ experience/ expertise	Members offer different perspectives by virtue of differences in their degree levels, approaches to problems, and varying discipline backgrounds, the group is stable, and its size is at or a above a "critical mass."
Communication	Clear and multiple forms of communication such that all members feel informed.
Rewards	Research is rewarded equitably and in accordance with defined benchmarks of achievement; potential rewards include money, promotion, recognition, and new responsibilities.
Brokered Opportunities	Professional development opportunities are routinely and proactively offered to members to assure their continued growth and vitality.
Decentralized organization	Governance structures are flat and decentralized where participation of members is expected.
Assertive participative governance	Clear and common goals, assertive and participative leadership where active participation of members is expected, and effective feedback systems are utilized.

Source: Bland, et al.[17]

The German model

- Importance of collegiality
- Sufficient time for research
- Identify and build on existing strengths

'Building a culture of research: recommended practices', Hanover Research, 2014

Universities can:

- Foster an environment of creativity and innovation

- Value and reward research

- Use research to inform both policy and practice

Open Access: free to copy/use/distribute research

- According to a **2013 European Commission report**, among new papers being published, half are now free.

- Findings of a 2014 study, **"The Number of Scholarly Documents on the Public Web"**:
  - As of 2013, there were at least 114 million English-language research studies available on the Web.
  - 27 million were open access —ie. one-quarter of online research in English is now free to the public.

Open Access: policies

- March 2014, HEFCE UK published a new policy for open access

- December 2013, European Commission: Guidelines on Open Access to Scientific Publications and Research Data in Horizon 2020

- February 2013, White House announces new US Open access policy

- July 2012, DFID Research: Policy opens up a World of Global Research

Source: http://www.hefce.ac.uk/news/newsarchive/2014/news86805.html
Source: http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-pilot-guide_en.pdf
Source: http://www.whitehouse.gov/blog/2013/02/22/expanding-public-access-results-federally-funded-research
Source: https://www.gov.uk/government/case-studies/dfid-research-dfids-policy-opens-up-a-world-of-global-research

African Journals Online

Open Access publications from Africa
www.ajol.info/

Policy Recommendation

- Universities can adopt open access publishing policies

- Share Good Practice

- CEMCA developed a 5 module course on Open Access with UNESCO

www.col.org