

# Relevance and Future of African Universities Towards Transformation of African Societies

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**National Open University of Nigeria**





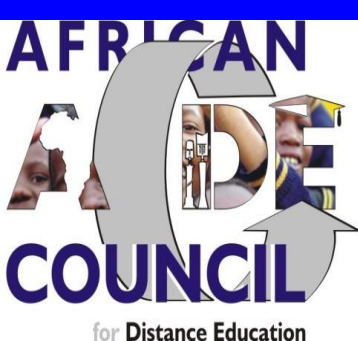
UNIVERSITY OF ABUJA



Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa 1995



**Olugbemi Jegede**





# My Co-ordinates

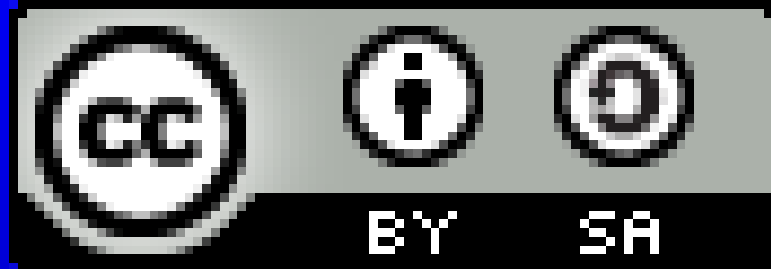


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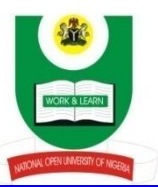


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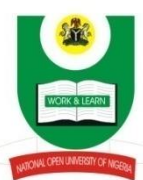


# Focus



- ✓ **Background & Introduction**
- ✓ **Education & Development**
- ✓ **Higher Education in Africa**
- ✓ **Administration and Governance**
- ✓ **Good and bad Governance**
- ✓ **The Role of the Registry & Registrar**
- ✓ **Conclusion**





# Great to be here



- Pleased and highly privileged to be invited as Keynote Speaker to your 1<sup>st</sup> International Conference. Thanks to Dr Bola Adekola
- My successor at SG AAU was to have come to the physical conference earlier planned for March 2020 in Abuja
- Covid-19 made it impossible and the lot fell on my shoulders.
- Plenty to gain from membership of AAU, so ensure that your university, indeed all Universities in Africa are registered.





# Education and Development



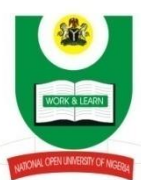
**Nelson Mandela,**  
an anti-apartheid  
revolutionary,  
Fmr South Africa President,  
and  
Nobel Peace Prize awardee

”Education is the  
most powerful  
weapon which you  
can use to change the  
world.”

“No country can  
really develop unless  
its citizens are  
educated.”



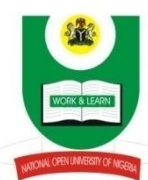




# National Policy on Educ

- “education is the most important instrument of change in any society”. And that “any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution”



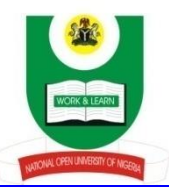


# Goals of the C21<sup>st</sup>



- sustainable development
- highly educated, mobile and adaptable workforce
- multi-skilled and multi-tasked
- a knowledge and a learning society
- use of ecological and geographical conditions to a nation's advantage



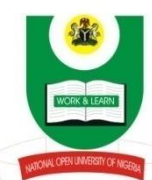


# Commitment to Education



- 1948: the Universal Declaration of Human Rights article 26 ensures right to free elementary education for all children.
- 1990: the World Declaration on Education For All
- 2006: the UN Convention on Rights of People with Disabilities
- MDGs & SDGs Agenda 2030
- The 2015 United Nations Paris Climate Change Conference (*Conference of Parties 21*),
- Agenda 2063 (AUC/ENECA/NEPAD), and
- Continental Education Strategy for Africa (CESA 2016).





# Education and Development

- clear relationship between a country's institutional governance frameworks, economic progress and education offered its people.
- Level of development in Africa related to the level of education
- Illiteracy, poverty, low development indices have roots in Low level of Education





# Sub-Saharan Africa



# Obvious Characteristics





# Sub-Sahara Africa

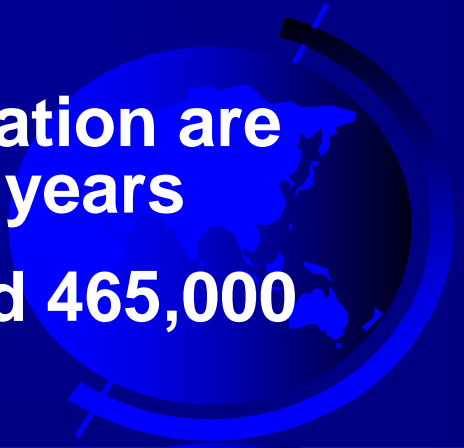


## POPULATION

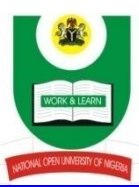
- Over 1.2 billion, 75% rural
- 3% population growth
- The world's youngest region.
- Have 30% of the world's poorest people.

## EDUCATION

- 800 HEIs
- 45% of the population are children under 15 years
- Higher Educ need 465,000 academics
- Weak STEM base



# Administration and Governance



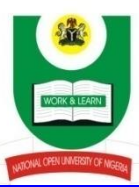
# Administration



- Administration is defined as the act of managing duties, responsibilities, or rules.
- It also refers to the group of individuals who are in charge of creating and enforcing rules and regulations, or those in leadership positions who complete important tasks. ...





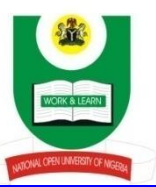


# Administration



- **Basic Functions of Administration: Planning, Organising, Directing and Controlling**
- **An administrator is a person who ensures that an organisation operates efficiently.**
- **Administrators need to be highly organised and have good communication skills.**



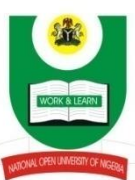


# Good Governance



- UN Human Economic and Social Commission for Asia and the Pacific (UNESCAP)...
- it is how public institutions conduct affairs and manage public resources to assure human rights.
- Good governance accomplishes tasks free of abuse, free of corruption and with due regard to rule of law
- Compares ineffective economies or political bodies or educational systems with viable ones
- Good and bad governance abound!





# What Makes Good Governance



- UNDP
- Has **NINE** constituents
  - Participation
  - Rule of Law
  - Transparency
  - Responsiveness
  - Equity
  - Effectiveness and Efficiency
  - Accountability
  - Strategic vision





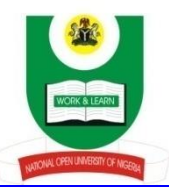
# Bad Governance1



## Franz Kessler's ABC of bad governance (2004)

- He has **TEN** characteristics of bad governance as follows:
  - 1. Never tell the truth
  - 2. Camouflage true intentions, lies should be consistent
  - 3. Loot the treasury down to the bottom
  - 4. Nurture your power base with a continuous money shower
  - 5. Keep a solid grip on media and intelligence





# Bad Governance2



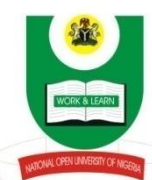
- 6. Keep the media out of your bedroom
- 7. Friends and allies are disposable assets
- 8. Never embark on projects of long-term benefit
- 9. Stay in power as long as you can
- 10. Eliminate all enemies and rivals





Imagine the burden of **bad governance**





# Major Differences

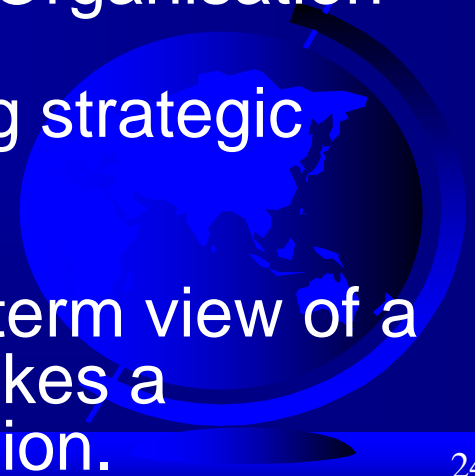


## Administration

- sets the goals and objectives
- determines Why and How
- the behavioral trait of the employee of that Organisation
- running day to day affairs of an organisation.
- ensures that the decisions taken are effectively implemented

## Governance

- determines the "What" organisation does and what it should become.
- ensures all these processes are compliant.
- the DNA of an Organisation
- is about making strategic decisions.
- It takes a long term view of a decision and takes a collective decision.

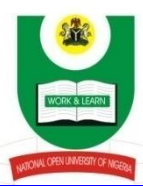






# The Rise of Universities



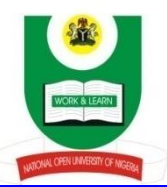


# History of Universities



- The first true university, that is an institution called as such, was founded in Bologna, Italy in 1088. The Latin phrase *universitas magistrorum et scholarium* indicated an association of teachers and scholars. As this early date, universities were more of an association or a guild for learning particular crafts.
- All advanced civilizations have needed higher education to train their ruling, priestly, military, and other service elites, but only in medieval Europe did an institution recognizable as a university arise: a school of higher learning combining teaching and scholarship and characterized by its corporate autonomy and academic freedom.



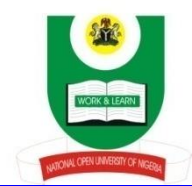


# Africa: Home of Learning



- The oldest university in the world, started in 859 AD, is the University of Al-Qarawiyyin, in Fez, Morocco). Founded by a woman, Fatima al-Fihri, a young princess who migrated from Tunisia to Morocco.
- The second oldest university in the world is Al-Azhar University, Egypt founded in 970 AD.
- Who says that Africa did not civilize the rest of the world!



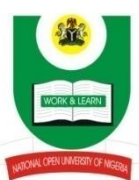


# Higher Education in Africa



- Fourah Bay College in 1827 affiliated to Durham University
- Reports by several commissions (including: Ashby, Phelps-Stokes, De La Warr, Channon, Elliot, Asquith), led to University Colleges emerging in Africa.
- The University College of Ghana in October 1948 with 92 students using the £1M from the Cocoa Marketing Board.
- The University College, Ibadan opened in January 1948 with 148 students
- The Khartoum University College opened in 1947
- University College of Makerere opened in 1949 for East Africa





# Role of Higher Education



- the fulcrum upon which all other developments
- the key to diversify growing economies
- builds the human resource base;
- produces the employable graduates and professionals; reinforces the platform to combat diseases,
- reduces energy costs and addresses climate change;
- provides the compelling argument for seeking greater participation from private sector in the collaborative development of the continent.

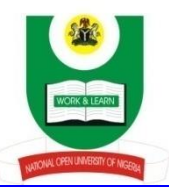




# Azikiwe's African University



- .... With twelve million pounds there is no reason why the best libraries, laboratories, professors cannot be produced right here, and this continent can become overnight “a Continent of Light. An African graduate of European or American Universities, unless he has developed his individuality, is nothing but a megaphone, yea a carbon copy of these societies. We need an indigenous university sustained through African initiative...maintained at (African) expense’. **Azikiwe, 1937**



# Full Universities in Nigeria



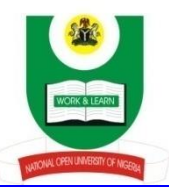
- **Ashby Commission recommended 3 regional Universities in Lagos, Enugu and Zaria.**
- **Federal Govt started 4:**
  - **UNN in 1960,**
  - **ABU in 1962,**
  - **Ife started in Ibadan in 1962 moved to Ife in 1967.**
  - **UNILAG Act passed in 1962 making it an urban non-residential university.**





**In the  
Beginning...**



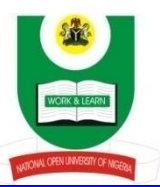


# Rise to Excellence



- Before and after Independence, African Universities, including those in Nigeria, created excellent facilities
- Produced outstanding achievements in research, teaching and community service
- Graduates competed globally with products of Europe and American universities
- African govts accepted and invested in H.E. as necessary foundation for development
- Goals of H.E. were to modernise the social, economic and political institutions



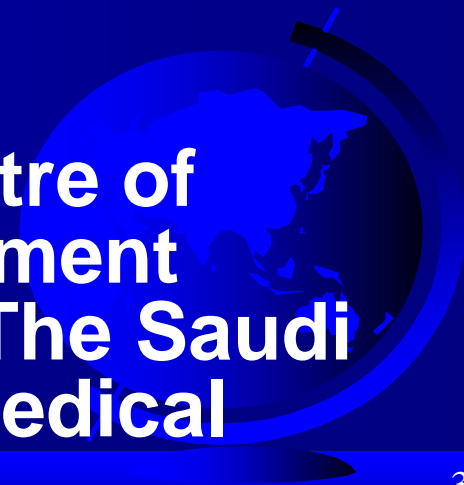


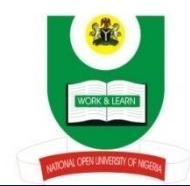
# Smartest People, Mediocre Nation

Dorothy Hodgkin



- Once noted that the University of Lagos was one of the world centres of expertise in her specialist field of chemical crystallography.
- Ahmadu Bello University Zaria had the first world class computer centre in Africa.
- The University of Ife had a notable pool of expertise in nuclear physics.
- Our premier University of Ibadan had an international reputation as a leading centre of excellence in tropical medicine, development economics and the historical sciences. The Saudi Royal family used to frequent UCH for medical treatment in the sixties.



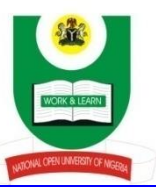


# Glorious Past



- Using the glorious past of academia and higher education development in Africa and Nigeria in particular, as measures for progress,
- Millions of Nigerians believe that the quality of university education, indeed the quality of education as a whole, is no more what it had been
- We seem to have degenerated into mediocrity.
- The glorious heights of higher education have been lowered beyond the valley and we are now left to begin to pick the pieces.
- How did it all begin?



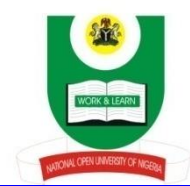


# Things Fell Apart



- Govts, especially the military detested academic freedom, university autonomy, demonstrations.
- Brutal clamp down on campus riots. Military raped and killed students in Zaire (1992), Burkina Faso (1987) Niger (1989) Cote D'Ivoire (1992) Kenya (1992), Nigeria (1973).
- Damaging effects of the 1988 World Bank report on the Education in Sub-Saharan Africa.
- Jomtien WCE for All (1990) and Dakar WEF (2000) on Basic education.
- Civil wars – Liberia, Ethiopia, Somalia, Eriteria, Rwanda, Burundi, Namibia, South Africa and Nigeria



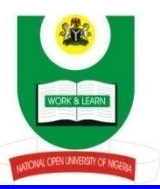


# Effects on Higher Education



- Dwindling provision of funds to HE
- Uncontrolled proliferation of for-profit universities
- Huge unmet demand in HE, no more universities
- Obsolete curricula
- Inability to meet the skills demanded by the private sector
- Inability to address balance between enrolment and quality of education
- Flight of the best brains to safe and greener pastures.
- Uncertainty about what HE means to Africa





# Nigeria's Failure



- In spite of the abundance of material and human resources God has endowed Nigeria with; we have not been able to get our act together since independence.
- Several challenges make it impossible for the political and economic development of the country with serious negative effect on education and human capital development.
- Some of these challenges include poverty of leadership, political instability, lack of political will, socio-cultural differences, poor development policies and implementation.



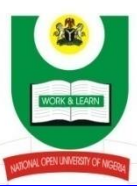


# Giant of Africa?



- the largest economy in Africa,
- the most populous black nation,
- the 7<sup>th</sup> most populous country in the world,
- the 6<sup>th</sup> largest oil producing country in the world,
- the 4<sup>th</sup> world exporter of oil,
- the 21<sup>st</sup> largest economy by GDP (\$1.058trillion by nominal GDP),
- Nigeria continues to slumber as a slowly-developing country. In spite of these staggering statistics, the failure of the Nigerian state in socio-economic development status continues to baffle the citizens and the outside world.





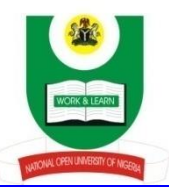
# Sleeping Africa



- There is palpable hunger in the land;
- unemployment is high; inflation is biting;
- budget deficits are insufferably high;
- debt profile is mounting to an intolerable limit,
- street begging is a constant;
- prostitution is rife; fraud and crime rates are high;
- the manufacturing sector is in a depressed state,
- infrastructure, electricity, healthcare and transportation are in poor shape.'
- Needless therefore to search why education is declining, degenerated to irrelevancy and not competitive.





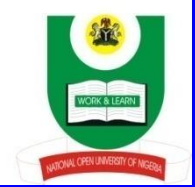


# Education Bastardised



- Education is the best legacy a nation can bequeath its younger generations.
- We play politics with establishing universities
- No concerted effort to completely restructure and transform higher education in Africa
- Using 19<sup>th</sup> century tools to solve 21<sup>st</sup> century issues and concerns in nation building.
- Youth driven into the hands of 'militancy' and 'Boko Haramism'
- Breeding illiteracy and lawlessness faster than the rate maggots reproduce.





# Conclusion



# Personal Index of Good Governance

<b>Participation</b>	<b>SELF</b>	<b>REGISTRY</b>	<b>UNIVERSITY</b>
<b>Rule of Law</b>			
<b>Transparency</b>			
<b>Responsiveness</b>			
<b>Consensus Orientation</b>			
<b>Equity</b>			
<b>Effectiveness and Efficiency</b>			
<b>Accountability</b>			
<b>Strategic vision</b>			

# Personal Index of Bad Governance

ABC of BAD GOVERNANCE	SELF	REGISTRY	UNIVERSITY
Never tell the truth			
Camouflage true intentions			
Loot the treasury down to the bottom			
Nurture your power base			
Solid grip on media			
Dispose of friends and allies conveniently			
No project of long term benefit			
Stay in power as long as possible			

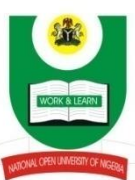


# Efficiency and Effectiveness



- In a globalised 21<sup>st</sup> century technology-dependent world, sub-Saharan Africa and Nigeria in particular, require a transformational education that lives on knowledge economy, and an Administration that would enforce regulatory frameworks, efficiency and effectiveness.
- Higher education in Africa must develop multi-skilled and multi-tasked educated persons who subscribe to advancing their careers through research, within the overall terrain of comprehensive transformation of Africa.





# Emerging Global HE Landscape



- Knowledge economy is the in-thing
- Knowledge capability and capacity, knowledge resources, not natural resources greatest determinant of a country's entry into and effective participation in global competitiveness

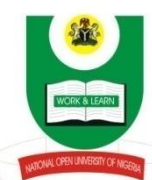
**Our rescue will be knowledge-intensive development directed at capacity building with cutting edge training and skills acquisition.**

# Registrars – Integral to Admin



- Registry is an important organ of the University.
- Registrar is as important as the VC
- But hardly emphasised in the history of our universities:
  - Mr. F.P.G. Hunter, UI
  - Abudu Yesufu Eke, Unilag
  - Dr. M.Dowuona, ABU





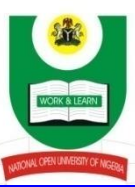
# Effective Engagement



- Providing enabling environment
- Remuneration
- Ethical Issues – research, teaching, commitment to work, etc
- Unionism and the right focus
- Unhealthy rivalry btwn academic and Non-academic staff





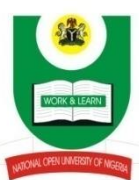


# Staffing Issues



- Selection of Registrars
- Hiring and retaining staff
- Staff welfare
- Contract vs Tenure
- Ratio of academic Vs Non academic staff
- Appointing Directors, Deputy Registrars, etc





# 21<sup>st</sup> Century Registry?

- **Forceful Voice in contemporary Issues**
  - **IPPIS**
- **Getting into the world of students**
  - **BBN**
  - **Attending students parties**
- **Joint conferences and Meetings with similar associations at the Polytechnics and CoEducation**
- **Help to regulate Virtual Meetings**





# Indispensable Support



- **Totally digital administration**
- **Efficient Support of Governing Council**
- **Effective institutional memory**
- **Emphasis on modern training and retraining of staff**
- **From 2025 Registrars must have PhDs**



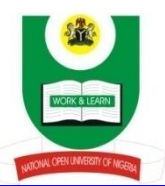


# A Voice to Reckon With



- **Contribute to and implement African Union Education matters**
- **Full knowledge of Addis Ababa (formerly Arusha) Convention document**
- **Qualifications Framework for Africa**
- **Continental Education Strategy for Africa (CESA) 2016 to 2025**
- **ARNU to take the lead in Africa**





# Promote Trends in Higher Education



- COL has listed, on page 5 of its recent newsletter, *Connections: Learning for Sustainable Development*, Vol. 22, No. 2, July, 2017, the top **FOUR** trends in higher education worldwide.:
  - Increase in blended learning programmes
  - Integrating life skills into higher education
  - Rapid rise in micro-credentials
  - Growth and potential of mobile technology
- These are what should engage the **21<sup>st</sup> Century Registry** in all African Universities





**Thank You**