AFRICAN EXPERIENCE WITH COLLABORATIVE GRADUATE PROGRAMMES

PASGR SCOPING STUDY 06-2010

A report submitted by:

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Background and Terms of Reference

To support the process of PASGR's programme design, it is essential to have a clear picture of the recent and existing experiences in African involving collaborative graduate programmes (and possibly undergraduate programmes). The study consisted of a review of 3 such programmes that are housed at South African universities. .

Scope of Assignment

The Terms of Reference for the study emphasized the following:

- Information on the status and roles of the partners in each collaboration, with an outline of the history of the partnership leading to the establishment of the programme;
- Details of the structure, administration and management of the collaborative partnership:
- An account of the role played by key agents (i.e. donors or Northern universities) in stimulating the creation of the collaborative programme;
- A description of the key problems encountered in establishing and running the collaborative programme, and an account of how these problems were addressed;
- Details of any institutional barriers that were encountered in seeking to establish the collaborative programme;
- A clear explanation of how the development and running of the collaborative programme has been funded, including information on any scholarship schemes linked to the programme and other forms of institutional support;
- An estimate of the total cost of each collaborative programme, calculated on an annual basis;
- Details of the mechanisms in place for the evaluation of the collaborative programmes, and an assessment of how these have worked in practice (including information on the key findings of any programme evaluations that have taken place);
- Information on perceptions of the programme held by the partners, the funders and other relevant informed observers; and,
- A summary of issues and lessons learned from the programmes reviewed.

Approach

The study commenced with an extensive review of programme documents that were sourced from the websites of the three programmes. This was followed by in-depth telephone interviews with the Programme Co-ordinators of the respective programmes[1]. These interviews were transcribed and subsequently analysed. Finally, additional documentation – requested during the telephone interviews as well as e-mail follow-up queries – was also sourced for the final analysis.

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[1] One-hour interviews were conducted with the Programme Director at USHEPiA (Dr Nan Warner), the Programme Director of AABS (Ms Sarah Tinsley) and the Programme Directors of the Law Programme at UP (Dr Frans Viljoen and Dr…)

HIGH-LEVEL FINDINGS AND EXECUTIVE SUMMARY

We present the high level findings for the three programmes separately. As we will indicate, our study established that the AABS initiative does not in fact constitute an example of a collaborative graduate programme. It is essentially an institutional capacity-building programme aimed at strengthening business schools on the African continent but contains no collaborative teaching component. Our Executive Summary therefore concentrates on the other two programmes – USHEPiA and LLM – and we suffice with broad conclusions on the AABS. The main report, however, contains detailed information on all three programmes.

UNIVERSITY SCIENCE, HUMANITIES AND ENGINEERING PARTNERSHIPS IN AFRICA (USHEPiA)

USHEPIA is a collaborative teaching programme, housed at the University of Cape Town, which is aimed at building the capacity of doctoral students (staff members at participating universities) mainly in science and engineering but also, more recently in the humanities and other disciplines. It was established in 1995.

The role played by key agents (i.e. donors or Northern universities) in stimulating the creation of the collaborative programme/ The status and roles of the partners in each collaboration including an outline of the history of the partnership leading to the establishment of the programme

The inception of USHEPiA must be understood against the peculiar political and academic context of the early 1990's in South Africa. International sanctions, including academic boycotts, meant that South Africa's scientific and academic community had become extremely isolated from international networking, conferences and collaborations. When the ANC was unbanned and Nelson Mandela released from prison in 1992, a new era began.

USHEPiA originated as an African initiative. The University of Cape Town in 1992/3 identified

the opportunities that were presented at that time for South African universities to "re-enter' the international world. With support of the Organisation of African Unity, the leadership of the African Association of Universities anticipated the final transition in South Africa, and placed the issue of the South African universities on the agenda of their 1993 Annual Meeting in Accra, Ghana, inviting representatives of the South African universities as observers. The University of Cape Town (represented by Deputy Vice-Chancellor Martin West) was one of the small number of South African universities to accept the invitation.

Utilising personal contacts with the Rockefeller Foundation as well as the opportunity that presented itself in the form of the AAU meeting in Accra in 1993, UCT embarked on a process that would eventually result in the successful establishment of the USHEPIA programme.

The current list of Partnership organisations in USHEPIA: University of Botswana, University of Nairobi, Jomo Kenyatta University of Agriculture & Technology (JKUAT), UCT, University of Dar Es Salaam, Makerere University, University of Zambia and the University of Zimbabwe.

Details of the structure, administration and management of the collaborative partnership:
The governance and management structure of USHEPiA is encapsulated in a threefold structure:
- The USHEPiA Advisory Board (where all the partner universities are represented)
- An International Steering Committee (which seems to be the key Policy making and Strategic decision-making body with representation from some of the partner institutions)
- The Management Committee (which mainly comprises staff from UCT and clearly deals with more operational issues)

The Advisory Board and Steering Committee meets once a year, whereas the Management Committee meets at least once a year. The Project Leader and USHEPiA Director deal with daily management issues.

The key problems encountered in establishing and running the collaborative programme, and an account of how these problems were addressed/ Details of institutional barriers that were encountered in seeking to establish the collaborative programme;

Very few problems seem to have arisen during the early years of establishing the programme. This is probably due because of the following factors: (i) the programme arose out of a mutual need identified between universities in Africa; (ii) a number of exploratory visits established a clear basis for agreement; (iii) a memorandum of understanding between the partner institutions was established early on which formalised and directed the work of the programme in the years to follow.

In a review of various programme documents that cover the whole duration of the programme, the following challenges in running the programme have emerged:

- Sustainability challenge

  It is clear from all the evidence provided that the financial sustainability of a programme such as this is the single biggest challenge. The programme is nearly entirely dependent on donor funding (some *in natura* support from UCT and the other partner institutions). Although graduates in the programme earn teaching and research subsidies under the SA Government's educational subsidy system, it certainly is not sufficient to sustain the programme.

- Governance challenge

  The final agreements and governance arrangements for the programme were only put in place in 2004. Although every indication is that the institutional partners in the USHEPiA programme worked well together – based on an initial MoU – it is also clear that governance and management arrangements and specifically the respective roles and responsibilities of each partner, needed to have been formalized much earlier.

- Management and administrative challenges

  The peculiar model of the programme which is extremely labour and time intensive (as evidenced by the screening process, planning visits and the amount of personal support given to each fellow), means that the programme requires sufficient human and administrative capacity.

- Supervisory challenges

  One of the main challenges in this regard concerns the "unevenness" in supervisory capacity across the partner institutions. In addition, as one would expect, any co-supervisory relationship brings with it its own challenges – of communication, theoretical and paradigmatic differences as well as differences in supervisory style. This is further aggravated by the fact that the supervisors are at two geographically distanced universities.

- Cultural challenges (inter- and intra-institutional)

  Various reports, as well as the interview with the Programme Director, speak to the different academic cultures between the partner institutions and how things are done differently in these institutions, with the result that it affected decision-making and communications. In addition, cultural differences between senior and junior faculty, which is prevalent in all academic institutions, also impact on the success of the programme.

How the development and running of the collaborative programme has been funded, including information on any scholarship schemes linked to the programme and other forms of institutional support/ An estimate of the total cost of each collaborative programme, calculated on an annual basis

It is possible to distinguish between two kinds of grants that have been sourced for the implementation of the programme. On the one hand there are grants that are directed at financing the main operation of the Fellowship Programme, on the other hand, over time ad hoc-grants to fund specific initiatives and events have been secured. As far as the former is concerned, the following information is available:

- Launching grant from Rockefeller: $50 000
- The Rockefeller Foundation subsequently provided a further $200,000 Challenge Grant to UCT to develop the Science and Engineering initiative in Africa.
- In 1995 other funding was obtained from the Carnegie Corporation, the Coca Cola Foundation and the Ridgefield Foundation.
- The Andrew Mellon Foundation has provided funding for the Humanities fellowship.

In addition to the "core" funding, various funders (Rockefeller/ Carnegie) have also provided supplementary funding for specific initiatives, such as a workshop and study on priorities in the field of food security and the need for building capacity on intellectual property at UCT and within the programme.

No specific information on the annual costs of the programme could be sourced. Based on the estimated cost per doctoral fellow for two years ($72k) and the number of fellows awarded, we estimate the total annual cost of the programme (fellowships plus staffing) would be between $3.5 and $4.5 million.

Details of the mechanisms in place for the evaluation of the collaborative programmes, and an assessment of how these have worked in practice (including information on the key findings of any programme evaluations that have taken place);

A number of evaluations of the programme have been undertaken over the past fifteen years. By the end of 1998 the USHEPiA Programme had been operational for 4 years. By this time 33 Fellowships had been awarded, and funding of $1 660 287 had gone into the Programme (an average of $400 000 per year). An evaluation of USHEPiA had been envisaged since its inception in order to assess its operational strategies and effectiveness in achieving its goals, and to give direction for future development. The time seemed right for an initial assessment. It was recognised however, that a more qualitative evaluation of the products of the programme would only be possible once more of the grants had matured.

An Evaluation Workshop was held in 1998 which was attended by 24 representatives from the eight USHEPiA partner universities, and additional Fellows and supervisors. The Workshop lasted over 2 days, and covered the following issues:

- The academic process and practical implementation of the Fellowships
- The sustainability of the USHEPiA ideals once the grants have come to an end
- Assessment and enhancement of spin-offs associated with the grants
- Future direction
- Future funding options

Key issues that arose in the discussion included the tension between longer-term institutional capacity development and shorter-term personal development; the need to improve communication at all levels, how to empower the home supervisors; and a perceived lack of support from some of the home universities. The role of home universities was emphasised in discussing sustainability. It was recognised that USHEPiA should form an integral part of the partner universities' broader research strategies.

The existing Programme structure was endorsed, and the partner universities strongly supported the hands-on management provided by the USHEPiA Office. It was agreed that the number of partner universities should not be increased during the First Phase. Being needs driven, USHEPiA should continue to cover disciplines identified by the partner universities (science, engineering and humanities); however broadening to include medicine and agriculture

would be valuable should funding be obtained. In general, there was an emphasis on deepening the linkages within USHEPiA during this First Phase, rather than diluting them by attempting to spread to other universities or disciplines.

An external evaluation of USHEPiA was carried out in 2003 by Dr Jeffrey Fine. With regard to the stated USHEPiA aim of staff development, the evaluation found that the USHEPiA model was working well, and that it compared well with other programmes of this type. Particular mention was made of the quality of the programme management, which was seen to be highly professional as well as personalized. At an USHEPiA Vice Chancellors Workshop held in Cape Town in January 2004 it was agreed that the partner universities should continue to prioritize staff development in the near- to mid-term and that it was important to raise funds for further core Fellowships

Information on perceptions of the programme held by the partners, the funders and other relevant informed observers/ A summary of issues and lessons learned from the programmes reviewed.

An overview of the main gains and benefits, as expressed in various documents, identified the following as the critical success factors of the programme:

- Thorough Advance Consultation

    The USHEPiA project emerged from a series of preliminary meetings that established common concerns and built personal relationships at an early stage. AAU support was politically important in the early stages, as were the reciprocal visits at senior management level (including Vice-Chancellors, Deputy Vice-Chancellors and Deans). The Cape Town workshop and Memorandum of Understanding allowed the interested parties to shape and define the project co-operatively and proved to be crucial to create a sense of 'ownership' of those involved.

- Agreed Identification of Objectives

    The south-south partnership concept was seen by all parties as a powerful advantage. The project was seen to offer mutual advantage for development and capacity-building within the continent, contrasted with the asymmetrical relationships more customary in north-south programmes. The early discussions between potential partners clarified the specific advantages: U.C.T., for example, stressed its spare capacity to take post-

graduate students, its desire to develop research relationships within the continent, and the importance of students from other parts of Africa as important role models within the changing South African context. The other partner universities stated their staff development and capacity-building needs, and their desire also to develop continental research relationships. The sharing of a common research tradition - however attenuated by circumstances in some of the partner universities - was a vital underpinning of the programme.

- High-Level Co-Operative Management Backed by Intensive Local Management and Support

  The processes that were followed ensured institutional 'ownership' from the start, at the highest level. As the project developed, the direct involvement and support of the Vice-Chancellors of the partner universities proved crucial in resolving administrative and other difficulties. The professional administrative support of the U.C.T. International Academic Programmes Office has also been critical in developing the process, underpinning its implementation, and being able to deal effectively with unforeseen difficulties as they arose.

- Flexible Individual Fellowship Management

  The flexibility of the fellowship model has also been important, particularly as far as budgeting is concerned. Each fellowship is individually tailored as part of an interactive process involving the fellow and the two supervisors. The provision of research equipment as part of this process is also expected to contribute to longer-term, sustainable capacity-building. All of this requires a very dedicated programme staff.

- Enthusiasm Principle

  Common interests and capacity have been necessary but insufficient factors in the success of USHEPiA to date. What has been referred to within the USHEPiA administration as the 'enthusiasm principle' has been particularly important - in practice this has referred to an assessment of the degree of enthusiasm for the project, starting with the assessment of potential partner universities and continuing with a similar assessment of potential supervisors. In the interview with Warner, she reiterated the centrality of this principle and emphasized that much of the success at

the level of the triadic supervisory relationship (primary supervisor, co-supervisor and student) depends on the presence of this principle.

- Network-Development beyond Individual Fellowship
  USHEPiA has been devised to develop networks beyond those involving individual fellows. The programme has developed linkages between universities, departments and supervisors. This has led to other benefits, particularly involving supervisors, such as the appointment of external examiners, and invitations to lecture or deliver seminars.

- Multi-Level, Interacting Linkages
  It is suggested that one of the successful characteristics of the USHEPiA network is that it involves successful networking at three levels simultaneously: (1) at the university senior management level, (2) at the departmental level, and (3) at the level of individual Fellows.

- Sustainable Capacity-Building
  An attraction of USHEPiA for its participants is its declared aim of sustainable capacity-building. Its strategy in this regard includes the involvement of joint supervisors, the emphasis on local research projects, the provision of suitable equipment, and the encouragement on longer-term research co-operation.

LLM in Human Rights and Democratisation in Africa

The LLM in Human Rights and Democratisation in Africa is a collaborative Masters Programme that is housed at the Centre for Human Rights at the University of Pretoria. It was established in 2000 and now involves 12 universities on the continent.

The role played by key agents (i.e. donors or Northern universities) in stimulating the creation of the collaborative programme/ The status and roles of the partners in each

collaboration including an outline of the history of the partnership leading to the establishment of the programme

The programme was conceived in direct response to a similar initiative (a Masters Programme in Human Rights) that had already existed and funded by the European Union (based in Venice). Because of existing networks at the time (a Human Rights Moot competition), the Director for the Centre for Human Rights at the University of Pretoria, Prof. Christoff Heyns, subsequently put a proposal together and motivated for funding for a similar initiative in Africa in order to address the following needs:

- The need to provide a firm academic and practical training in standards, institutions and mechanisms for the protection and promotion of human rights and democracy;
- To create a regional network of lawyers specialised in human rights and democracy
- The need to reverse brain drain in Africa
- The imperative to create Centres and networks of Excellence
- To improve regional cooperation and integration

The partnership commenced in 2000 with the Centre for Human Rights at University of Pretoria, the University of the Western Cape, Makerere University and the University of Ghana as its founding members.

Details of the structure, administration and management of the collaborative partnership:

Thirty law graduates, most of them with experience in human rights or a related field, are admitted to the programme each year. Only students from African countries are eligible (although extending the programme to accept students from outside Africa is under consideration). An undergraduate law degree is required.

The programme is advertised through a poster and a brochure, which is sent out to law faculties in Africa, the embassies of all African countries in Pretoria and South African embassies in other African countries. The programme is also advertised through advertisements in newspapers and journals and on the BBC World Service. Increasingly the most effective method of reaching new applicants for the programme is through word of mouth.

The programme is also advertised and potential students are interviewed at the annual African Human Rights Moot Court Competition, organised by the Centre for Human Rights. The majority

of law faculties on the continent participate in this simulation of a human rights court case every year, by sending two students and the faculty member who teaches human rights law.

The main elements of the model are the following.
- Students that are academically sound and who have the potential effect change are selected
- Universities: all students spend the first semester at UP. The second semester is split between the partners (4-5 students per partner)
- Partner universities are selected strategically. These need to be leading universities with established human right identities and should also be regionally and linguistically representative

Selection of students is done through an elaborate process, involving the following people: First, all the written applications are screened by the Programme Manager. The aim here is to shortlist the top 100 to 120 applications by carefully looking at the above criteria. The shortlisted candidates are then evaluated by the Assistant Director of the Centre for Human Rights, who in turn selects the top 80 applications, which are then evaluated by the Academic Co-ordinator of the programme, who selects the top 20 to 30 candidates. These candidates have to be approved by the Director of the Centre for Human Rights. In cases of uncertainty, some candidates are requested to write an evaluation test.

As from 2004, all the referees whose names were submitted by the final 30 applicants were contacted. In a total of 42 cases in which the panel was undecided, students were required to participate in a written evaluation test by e-mail. Where there is uncertainty about the language proficiency of an otherwise promising candidate (for example where he or she did their undergraduate studies in a language other than English), person to person (for example at the Moot) or telephone interviews are held

It is clear from this description that this programme is essentially managed and administered from the "centre" at the University of Pretoria. The co-operation between the Centre for Human Rights and its partners is regulated by a Memorandum of Understanding. In essence, the people in charge of the programme at the different partner faculties constitute a Board of Directors who meet in April and in December (during graduation in Pretoria) to discuss and determine the basic nature of the programme

The MOU with each partner organisation commits partners to the following:

- providing teaching staff in the first and second semester of the programme;
- acceptance of students on an equitable basis for the second semester;
- providing education related to the overall subject of the course, and the opportunity to pursue specialised research;
- participation in the Council of Directors; and co-operation in reporting to funders

The organisational structure of the programme comprises:

- a Council of Directors
- National Programme Directors
- the Centre for Human Rights
- the Programme Director
- an Advisory Board

The main decision-making body for the LLM is the meeting of the Council of Directors (partners' meeting), which is held at least once a year, usually in December, to coincide with the graduation. Each partner university has a national programme director who is responsible for the implementation of the LLM at his/her institution. The Programme Director is the CHR Director. The position of academic co-ordinator of the programme is provided for in the student guide. The Advisory Board consists of representatives of institutions and organisations not directly involved in the programme and *alumni* of the programme. One of the National Programme Directors serves as Chair of the Council of Directors for one academic year. In 2010, the Chair of the Council of Directors is Ms Odile Lim Tung (University of Mauritius). As well as chairing the Council of Directors' meetings, the Chair takes part in the selection of students and speaks for all the partner universities when a collective decision needs to be taken and all partners cannot be reached either for practical reasons or due to time constraints.

Key problems encountered in establishing and running the collaborative programme, and an account of how these problems were addressed/ Details of any institutional barriers that were encountered in seeking to establish the collaborative programme;
The following challenges were mentioned during the interviews:

- The vast differences in administrative systems between African universities including differences in the assessment of student performance. Without some understanding of how this works, informed evaluations of students' applications cannot be made.

- Proper and comprehensive memoranda of understanding between partners should be in place from the start of the programme, and be reviewed as time goes by. The partners must have a clear and comprehensive picture of their role and responsibilities. The MOU should be signed on a level higher than the dean of the faculty in order to make recourse possible should the dean fail in his or her duties. The form and timing of reporting required should be spelt out clearly in the MOU.

- According to the Programme Staff, programmes such as these are unlikely to flourish without the support (or at least not active opposition) of the key decision makers at the universities involved – e.g. the dean in question and the vice chancellor. Their support is necessary when they meet with donors who ask them what the priorities of the university are; when the payment of donor funding is delayed, when MOUs need to be signed, etc.

- The differences in quality of the internship components across partner organisations. Quality was not identified as a problem for the academic component as it is assured through group marking.

- The programme administrator also highlighted the difficulty in evaluating the quality of various degrees when students apply for the bursary. Some problems have been experienced with this but a ranking system has been put in place to address this.

- Mentioned was made of two partners who did not bring their side. The University of Cairo and University of Yaoundé' did not show sufficient commitment to the programme. Cairo. This problem has been "solved" by deciding that it is not necessary to send students to all partners every year.

Other challenges that were raised in programme documentation or interviews are:
- Presenting such programmes is a massive undertaking, logistically and otherwise. The demands are relentless and ongoing in terms of inviting, hosting and transporting visiting lecturers, making reading material available to the students, taking care of travelling and accommodation arrangements, advertising the programme, selecting new students, fundraising and reporting to donors, contact with and quality control across the partners, etc. <u>Without a dedicated and sufficiently large team of capable administrative support staff it cannot be done.</u>

- Universities often do not understand the unique demands of such programmes. Because they do not fit into standard university categories, university administrators who are keen on the one hand to claim credit for such programmes are often reluctant to give such programmes the support they need.
  - Donor funding can be fickle and even when it is secured, actual payment is sometimes delayed for incomprehensible reasons. This can cause huge disruptions in programmes which can do long-term damage to their reputations. The year to year funding cycles followed by some donors can pose significant problems – one has hardly welcomed the students of a particular year before funding needs to be raised for the next year. Long-term planning becomes impossible (e.g. admitting students well in advance to the course) and staff do not have job security, resulting in a loss of continuity and institutional memory.
- Visas and work permits for students and lecturers often pose almost insurmountable problems.
- Student language issues (Solution has been to up the selection process and to conduct telephonic interviews in the "questionable" cases). The language proficiency of students who did their undergraduate studies in languages other than English is difficult to assess, except through interviews (e.g. at occasions such as the Moot Courts described above) and telephonic interviews. As mentioned with the Human Rights Master's programme, a pre-admission written test via e-mail has had some success. Where available, TOEFL and British Council tests can be used
- The sustainability of these programmes remains an ongoing challenge. In the end, however, donors cannot be expected to make huge sums of money available on a continuous basis, and those presenting these programmes cannot sustain endless fundraising drives. While start-up funding will be required, and in most cases some funding will be required throughout to make the programmes truly special, programmes can be made more sustainable through a number of mechanisms, including the following:
    - Students who have been admitted to the programme should be required to pay at least for some of their expenses, e.g. by fundraising for themselves in their home countries. (This they can do more easily if the items not covered by their bursaries are the kinds of items which donors in their home countries are more likely to cover, e.g. transport costs to the site of the programme, rather than when their living and incidental expenses are not covered. Also, earlier rather than later

admission gives them time to obtain local funds, especially if they are given letters to use when they approach donors.)

- Partner faculties should be encouraged, when new appointments are made using their regular budgets, to appoint people (e.g. lecturers, student assistants, etc) who can teach in and assist with the programme.
- In many instances, existing opportunities in the university environment can be used to the benefit of the programme. For example, post-doctoral bursaries and staff exchange programmes, etc, which may be run by the AAU, the Commonwealth or others that are open to any discipline could be used to support the lecturers and students on the programmes.
- Partners not making concessions in terms of class fees. This is influencing the sustainability of the programme as this component is usually very expensive
- Questions around "what is in it for me" from partner universities. To address this a focus is placed in the publications and the networking opportunities that arise from the partnership

How the development and running of the collaborative programme has been funded, including information on any scholarship schemes linked to the programme and other forms of institutional support/ An estimate of the total cost of each collaborative programme, calculated on an annual basis

The main source of funding for the programme is the European Union. Other funders who have joined since the inception of the programme are: The Raoul Wallenberg Institute at the University of Lund in Sweden, The Royal Netherlands Government, The Deutscher Akadmischer Austauschdienst (DAAD) and The Government of Finland. The funding by the EU is crucial however. During the interviews with the Academic Programme Director he indicated that the programme would have to be scaled down significantly, or changed fundamentally, if the EU funding would cease.

As far as financial arrangements are concerned, student scholarships cover the following:

- Tuition at the University of Pretoria and the partner university where the student spends his/her second semester.
- Monthly stipend of R1500 (approx. $200) and during the second semester US$300.

- Accommodation as provided to students on the programme.
- Medical aid with a University approved company.
- Prescribed text books.
- Travel and related expenses during the programme, e.g. study visits and travel to and from the partner university.
- Photocopying of study materials as identified by lecturers.

In a 2004 article, the authors of the programme stated that the average direct student cost (accommodation, stipend, tuition, travelling, field trips, medical cover and books) per student per year was R107 500. If one adds to student costs all the other costs, such as the salaries of staff, library costs at all the partners, internships, the *Journal*, etc, the cost per student is approximately R193 000 per year (approx. $20 000). This amount still seems to be the ballpark today as confirmed through the interview with the programme co-ordinator. With an annual intake of 30 students, it would mean that the annual overall costs of the programme is approximately $600 000 which correlates with information provided during the interview.

Details of the mechanisms in place for the evaluation of the collaborative programmes, and an assessment of how these have worked in practice (including information on the key findings of any programme evaluations that have taken place)/ Information on perceptions of the programme held by the partners, the funders and other relevant informed observers/ A summary of issues and lessons learned from the programmes reviewed.

The Programme embarks on a wide variety of modes to ensure documentation of lessons learnt:

- Annual partner conference is convened which alumni attend
- Students have access to PULP and *African Human Rights Law Journal*
- All LLM dissertations are kept on website
- Students are requested to evaluate the lecturers and programme on a continuous basis
- The programme in Pretoria was evaluated in 2004 (together with the Mediterranean Master's in Malta) by an external evaluator on behalf of the European Union. The

report is available on http://europa.eu.int/comm/
europeaid/projects/eidhr/pdf/evaluations-hr-masters_en.pdf.

- Also during 2004, the Raoul Wallenberg Institute sponsored a visit by two evaluators to all the partners, one on general co-operation and academic issues and the other on administrative and financial controls. Their report is available on www.chr.up.ac.za.

The Master's programme has directly or indirectly spawned and strengthened a number of other human rights initiatives at the Centre (described in full on www.chr.up.ac.za):

- The *African Human Rights Law Journal*, published since 2001, is a bi-annual academic publication edited with the assistance of the LLM students and tutors. So far 18 articles by *alumni* of the Master's programme have been published in the *Journal*.
- The reference work *Human Rights Law in Africa* (1 700 pages in two volumes) is published in English and French by the Centre with the assistance of country correspondents across Africa, many of whom are LLM graduates.
- The *African Human Rights Law Reports* is published by the Centre. It covers decisions of the African Commission on Human and Peoples' Rights and is published in English and French. LLM students and tutors are involved through a clinical group in preparing the publication, and former students serve as correspondents who help to identify suitable cases.
- The *Law of Africa collection* is a collection of the primary sources on all the legal systems of Africa at the University of Pretoria. This material is collected, among others, with the assistance of the LLM students.

A questionnaire was distributed to ALUMNI recently to measure the impact of the programme. The following points to some of the benefits and impact of the programme:

- **Development of discourse on human rights in Africa:** Graduates of the Programme have played an important role in fostering a vibrant discourse on human rights in Africa. Graduates have published scholarly contributions on human rights and democratisation in at least 30 internationally recognized and reputable peer-reviewed law journals. One of the alumni founded a new journal, the *Malawi Law Journal.* Alumni have also published a number of books, and contributed to various other publications, such as chapters in books, contributions to the *Encyclopaedia of World Constitutions* and the ICJ's *Judiciary Watch Report*, research and policy papers, and training manuals. They

have also participated in discussion on related issues in the popular media, such as the *Awoko* (Sierra Leone); *Business Day* (Johannesburg, South Africa); *Cameroon Post; Daily Monitor, New Vision,* and *Sunday Monitor* (Uganda).

- **Increased job opportunities**: Sharing their knowledge, experience and commitment with a new generation of lawyers, a significant number of alumni and alumnae has become full-time lecturing staff of African law faculties, at the following universities. One graduate has become Dean of his Faculty (Addis Ababa University), and another holds the position of Associate Dean (Nairobi).

- **Pursuit of doctoral studies:** The academic background provided by the LLM also serves alumni well to pursue further doctoral studies.

- **Greater engagement with civil society:** A very high percentage of alumni and alumnae work with NGOs engaged with human rights and democratisation in Africa from an international, regional or domestic perspective. Some of the highlights of the involvement of LLM graduandi in the non-governmental sector have been their role in the revival of the defunct NGO, Foundation for Peace Initiative (Uganda); in the institution of human rights lectures and events (e.g. in Ghana); in assisting with legal reform especially in the field of domestic violence, women's rights more generally, and children's rights; in the provision of legal services (e.g. to refugees); in generating national debate about and initiating reform on e.g. the law of succession; in participating in cases (e.g. the landmark cases on sexual minority rights in Uganda).

- **Legal practitioners:** Numerous alumni and alumnae also practice as lawyers in their countries of origin, including the DRC; Ghana; Malawi; Nigeria; Sierra Leone; South Africa; Sudan; Tanzania; Uganda; and Zimbabwe. They have been involved in important and precedent-setting cases

- **International organisations:** A wide array of international, regional, and sub-regional institutions have benefited from the appointment of alumni and alumnae of the LLM programme in various capacities.

- **Government:** Some graduates of the LLM Programme also hold positions in government, enabling them to use their influence to steer government (or keep them on course) towards human rights compliance and respect for democratic principles. These positions range from high office in the executive (e.g. as Attorney-general (Minister of Justice)) to membership of national human rights institutions, staff members of these institutions; Judges; staff in the Public Protectors' office; member of the government's diplomatic mission to Geneva; positions in various government ministries, such as

Counsel: International Law and Agreements, Zambia; membership of the "Presidential Commission on Reform of the Administration of Justice"; the National Defence Force and Police Force.

ASSOCIATION OF AFRICAN BUSINESS SCHOOLS (AABS)

The TOR for this review required an analysis of the AABS. However, it soon became clear that the AABS is not in fact an example of a "collaborative graduate programme". As we will explain, it is essential a vehicle for strengthening business schools in Africa. We elaborate on what the AABS does and how it is organised and managed. But we first give the historical background to its inception.

History and inception

In March 2005, IFC's Global Business School Network (GBSN) and the Ghana Institute of Management and Public Administration (GIMPA) hosted a three-day meeting in Accra, Ghana of African business school deans and directors. In addition to discussing a wide range of issues and challenges surrounding business education in Africa, the major action item that came out of the meeting was to establish an Association of African Business Schools. The purpose of the association, as discussed in the meeting, would be to allow African business schools to cooperate on activities that promote excellence in business and management education through capacity building, collaboration, and quality improvement.

The Accra meeting resulted in: a) a recommendation that a study of other emerging market regional business schools associations be conducted to inform the development of an African association; b) formation of a steering committee charged with developing a draft business plan and charter for the proposed association; and c) an agreement that the business school deans and directors in attendance at the Accra meeting would reconvene later in the year to review the findings and recommendations of the steering committee.

Following the Accra meeting, a study, sponsored by IFC's GBSN, was conducted by the European Foundation for Management Development (EMFD) to review the models and experience of other emerging market regional business school associations.

Hosted by the Institut Supérieur de Management (ISM) for the two-day meeting in Dakar, the steering committee discussed the mission, possible activities, and potential operational arrangements of an Association of African Business Schools and the next steps in the process. The committee reviewed the outcomes and ideas proposed at the Accra meeting as well as a subsequent workshop for business school deans held in Johannesburg in May as part of the "Teaching the Practice of Management Workshop" offered by the Gordon Institute of Business Science and Lagos Business School. The steering committee reviewed the status of existing regional networks of African business schools and related initiatives as well as the EFMD report on other regional business school associations.

The business plan reflects the recommendations of the steering committee and seeks to outline the purpose, operations, activities, finances, membership criteria, governance structure and strategic vision for the proposed Association of African Business Schools ('AABS').

The following are the current member schools of the AABS:
- Gordon Institute of Business Science, South Africa
- Ghana Institute of Management and Public Administration, Ghana
- Institut Africain de Management, Senegal
- Insitut Suprerieur de Management, Senegal
- Lagos Business School, Nigeria
- Obafemi Awolowo University, Nigeria.
- University of Cape Town, Graduate School of Business, South Africa
- Unisa Graduate School of Business Leaders, South Africa
- University of Dar es Salaam Faculty of Commerce and Management, Tanzania
- University of Nairobi School of Business, Kenya
- University of Stellenbosch Business School, South Africa
- United States International University, Kenya
- Catholic University of East Africa, Kenya
- Turfloop Graduate School of leadership, South Africa
- Strathmore Business School, Kenya*[2]
- University of Botswana, Botswana*
- Wits Business School, South Africa*

Programme of activities

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[2] *schools joined during 2007

The Association undertakes a number of activities, including:

- The organisation of a high level workshop for faculty development entitled "Teaching the Practice of Management (TPM)". Teaching the Practice of Management is in its sixth year with over 300 participants who have completed the course to date. .
- Several workshops for deans of member schools focusing on governance, quality assurance, international accreditation, business school management, teaching case development
- Assistance for member schools in attaining international accreditation
- An African Deans study visit to leading business schools in the UK, France and USA in 2007 and an Africa MBA Directors study visit to leading business schools in the UK and Europe in 2008.
- Knowledge sharing through visits by deans of leading international business schools to AABS member schools
- Sending AABS representatives to international forums, particularly those of international accrediting bodies allowing Africa to take its place in the global business school community.
- The second "Research and the Practice of Management 2" a high level workshop for faculty focusing on researching effective management in Africa was scheduled to take place in May 2010 in Tanzania.

In addition some supporting activities include:

- *Contact and faculty database* to promote communication among members and African faculty;
- *Website and newsletter* to maintain communication with members on association activities;
- *Database of African case studies and journals of management* to promote African content in the classroom and to showcase research opportunities;
- *Discussion with case clearinghouses* and similar organizations to promote full access to and fair pricing of course and research materials for all members;
- *Workshops for deans* on business school management and faculty development (a first workshop has already been run on case method teaching);
- *Bilateral dean's visits* to promote exchange of ideas and institutional collaborations;
- *Regional faculty exchanges* coordinated and promoted by the association but supported on voluntary basis by participating institutions;

- *A survey* of members' needs to ensure that the association's priorities meet members' institutional priorities.
- *Initial communication and outreach* to governments, business community, and donors on the establishment, goals and purpose of the association.
- *Investigate linkages* with and resources of other organizations such as AERC, Association of Vice-Chancellors of African Universities, other associations and accreditation agencies.

It is very clear from this description of programmatic activities that the core mission of the Association is to ensure excellence and professionalism amongst business schools on the continent and thereby to promote their image internationally. There are some elements that speaking to improving teaching quality – staff exchange, workshops on quality assurance and accreditation and so on. However, this is not a collaborative graduate programme where students, for instance, could enrol on a common MBA.

As far as financing is concerned, the AABS was initially supported by the International Finance Corporation through Global Business School Network Program. Currently the Association is funded through its membership fees: Membership schools ($3000 pa) and Pipeline schools ($2500 pa). In addition sponsorship for specific events also provides some income. The financial statements for the most recent year (2009) show that the annual budget of the Association is approximately $400k.

A detailed discussion of the governance and management structure, as well as membership criteria, is provided in the Main Report. The Report also contains information on the successes of the Association and its effect in strengthening business schools in the region. However, because the AABS is essentially a "professional body" or a kind of "umbrella organisation" of business schools and not an example of a collaborative teaching programme, we suffice with these comments.

Table of Contents

27

Section 1

UNIVERSITY SCIENCE, HUMANITIES AND ENGINEERING PARTNERSHIPS IN AFRICA (USHEPiA)

SECTION 1: DESIGN OF THE PARTNERSHIP[3]

> Brief description of the project:
>
> - Inception date: 1996
> - The project underpins Institutional co-operation theory
> - Group of UCT academics supervise African academics at 8 partner universities
> - The mechanism used is full degree split-site postgraduate fellowships
> - Funding is ephemeral and fellowships are therefore offered in cohorts
> - Main administration is based at UCT and located in IAPO

1.1 Major issues that prompted initial conception of the programme, the role of individual drivers and the nature of the consultation process

The critical event that initiated the conceptualisation of the programme occurred in 1993 during a meeting of the African Association of Universities (AAU) in Accra – a year before the advent of democracy in South Africa.

> "The origins of USHEPiA can be traced back to when Deputy Vice Chancellor Professor Martin West represented the University of Cape Town (UCT), one of six South African universities invited to send observers at a meeting of the African Association of Universities (AAU) in 1993. During this meeting the AAU agreed that African universities might co-operate individually with South African universities in advance of political change in South Africa"

At that meeting, in the words of the Programme Director it was decided that *"since the South African Universities were the universities in Africa but not African universities"* ... they gave UCT permission at that stage to start investigating potential partnership and collaboration[4]

As far as the broader political context at the time is concerned, Warner writes in her thesis the following:

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[3] Background page of USHEPiA website unless indicated otherwise:
http://web.uct.ac.za/misc/iapo/ushepia/bg.htm
[4] Interview with Nan Warner

"The origins of USHEPiA can be traced to two developments. Firstly, the political changes in South Africa in the 1990s re-opened the possibility of contacts and co-operation between South African universities and their counterparts to the north. Secondly, donors in the northern hemisphere became interested in the possibilities inherent in so-called "south-south" initiatives in higher education and later to the role of networks in this type of collaboration.

The key African initiative came from the Association of African Universities (AAU). With the support of the Organisation of African Unity, the leadership of the AAU anticipated the final transition in South Africa, and placed the issue of the South African universities on the agenda of their 1993 Annual Meeting in Accra, Ghana, inviting representatives of the South African universities as observers. The University of Cape Town (represented by Deputy Vice-Chancellor Martin West) was one of the small number of South African universities to accept the invitation.

A special segment of the meeting, chaired by Professor Thomas Tlou, then Vice-Chancellor of the University of Botswana, was devoted to the issue of South Africa. It recommended that member universities should be open to individual academic contacts with South African universities. This became AAU policy, and provided the political legitimacy, before the advent of the new South African democracy, for the contacts that later gave rise to USHEPiA"

The sequence of events in the conception and preparation for the programme is discussed in detail in Warner's thesis:

"The 1992 AAU meeting and subsequent AAU meetings, were important in a number of ways. They introduced the University of Cape Town to its counterparts on the continent; they helped to develop links and relationships with individual university leaders; they led to further contacts with the donor community and in particular members of the ADEA (Association for the Development of Education in Africa, World Bank), and in general they helped to begin breaking down the isolation wrought by the decades of apartheid.

The AAU initiative led directly to discussions at the University of Cape Town on possible future linkages. As a first step it was decided to begin with Anglophone institutions in Southern and East Africa, for ease of communication in terms of both geography and language. This led to the then Vice-Chancellor of the University of Cape Town, Dr Stuart Saunders, to authorize Martin West to visit universities in Southern and East Africa in 1993 to explore possibilities for co-operation.' (West & Shackleton 1999 : 2)"

After discussions with potential funders, a Workshop was held at UCT in 1994 to bring together all interested players. Following the wishes of the funders, senior UCT delegations then visited Botswana, Kenya, Tanzania, Zambia and Zimbabwe in 1995 in order to make more focussed contact with the universities involved, and with local government officials.

As far as seed funding for these events were concerned, UCT was able to source a grant of $50,000 from Rockefeller to pay for bringing 21 Vice Chancellors and Deans of Science and Engineering of other African universities to UCT for preliminary discussions.

A steering committee was established at the 1994 meeting in UCT to manage the process. It consisted of 2 representatives from UCT and three from partner universities Professor Mathew Luhanga of the University of Dar es Salaam, Professor Ratemo Michieka of Jomo Kenyatta University for Agriculture and Technology, and Professor Andrew Siwela of the University of Zambia. Further visits to African countries followed. These visits ensured a thorough understanding of what the focus of the programme should be. The first delegations focused on science and engineering and the later delegations on Humanities. The UCT delegations included two Deputy Vice Chancellors, the Deans of Science, Engineering, Social Science and Humanities, and Arts, and Lesley Shackleton (programme director).

1.2 *The extent to which such consultations identified and reconciled differing aims and interests, promoted consensus concerning problems and solutions, and generated agreement on program objectives, activities and structure;*

The preliminary consultations centred on establishing what forms of co-operation would be useful. At that stage there was unanimity as to the importance of staff development.

In general, a staff development programme with UCT was favoured because

- research was likely to be more relevant to the continent
- costs were likely to be lower than an equivalent scheme in Europe or North America, and
- it was hoped that a continental location would reduce the threat of a 'brain-drain'.

A Memorandum of Understanding was signed by all present at the 1994 meeting in Cape Town supporting mutual collaboration to strengthen science and engineering capacity in Africa, and authorizing UCT to solicit funding for a suitable staff capacity-building programme.

Following the subsequent visits to African countries it became clear that the development of science and engineering capacity needed to be prioritized:

"During the discussions with partner universities it became clear that the priority was to develop science and engineering capacity to enable sub-Saharan scientists and engineers to compete as equals internationally, thereby contributing to the socio-economic upliftment of Africa. Certain points were highlighted :

- the need to concentrate on research in fields appropriate to Africa's needs
- the importance of mutually beneficial collaboration built on common interest

- effective staff development by means of ongoing research collaboration between participating institutions.

Warner makes the same point in her thesis:

> Together the partners agreed that their major mutual priority was to promote collaboration amongst established African researchers in the generation and dissemination of knowledge, and to build institutional and human capacity in cash-strapped African universities. The ultimate goal was to build on existing potential to develop a network of African researchers capable of addressing the developmental requirements of the region.

> This was to be achieved by identifying areas of strength on which to build; ensuring mutual benefits in any collaboration; emphasising staff development; developing sustainable research collaboration; concentrating research in fields particularly appropriate to Africa's needs; sharing access to specialised facilities; and producing joint research papers in quality journals.

> To implement the identified priorities, the partners decided to focus on the academic staff members of the partner universities, and to offer full-degree PhD and some Masters Fellowships. It is a requirement of most universities in the region that an academic staff member will have attained a PhD degree within 10 years of initial employment

All the evidence points to the same conclusion: that the extensive initial discussions, site visits and the MOU ensured a sense of ownership at the early stages of the partnership. Common interests had been identified and personal relationships had been built.

1.3 *The process and mechanisms used to articulate the interests of various stakeholders of interest to the programme*

In summary it is clear that four "mechanisms" contributed to the articulation of the interests of the programme
- Pre consultation visits and work done by Prof M West to familiarise himself with the African context and to draft some plans
- Priori buy–in from funders (Rockefeller) for seed funding
- Bringing together possible partners under one roof in Cape Town in 1994
- A series of follow-up visits – which was a requirement of the funders - that UCT undertook to other African universities

1.4 Decision making process for determining the envisaged governance and managerial arrangements, financing strategy, and modalities for collaborations among the partnering organisations.

The MOU signed during the 1994 meeting gave UCT the permission to solicit funding for the p/ship. In turn, funders required that visits to African universities be undertaken. Following the follow up visits crucial programme decisions could be made and how the partnerships would work:

> "A modus operandi was developed whereby post-graduate degrees would be obtained by registration either at the home university or at UCT, with supervisors at both UCT and the home university. Fieldwork should take place in the home country with attendance at UCT when necessary, to access resources and expertise. Additional benefits such as staff exchanges for lecture series, external examining, short courses, and mutual research, were deemed to be important and valuable.

> The delegations' visits proved to be very valuable. Personal contact was made with key administrators and academics. Visits to the various campuses allowed the delegates to assess existing levels of infrastructural support. This kind of contact has assisted in both the selection of candidates and the understanding of their specific infrastructural support requirements"

Concluding observations

The inception of USHEPIA cannot be understood fully without understanding the peculiar political and academic context of the early 1990's in South Africa. International sanctions, including academic boycotts, had meant that South Africa's scientific and academic community became extremely isolated from international networking, conferences and collaborations. When the ANC was unbanned and Nelson Mandela released from prison in 1992, a new era began.

To their credit, senior management at UCT saw this as an opportunity to reposition the University also on the African continent. Utilising personal contacts with the Rockefeller Foundation as well as the opportunity that presented itself in the form of the AAU meeting in Accra in 1993, they embarked on a process that would eventually result in the successful establishment of the USHEPIA programme.

SECTION 2: INCEPTION OF PARTNERSHIPS

The current list of Partnership organisations in USHEPIA:[5]

- **Botswana:** University of Botswana
- **Kenya**: University of Nairobi & Jomo Kenyatta University of Agriculture & Technology (JKUAT)
- **South Africa:** UCT
- **Tanzania**: University of Dar Es Salaam
- **Uganda:** Makerere University
- **Zambia**: University of Zambia
- **Zimbabwe**: University of Zimbabwe

2.1   Programme structure and activities

Warner's thesis provides a brief description of the programme's main features:

"One of the Fellowship conditions is the requirement for split-site degrees. It was recognized that the research must be relevant to and conducted in the home country. But it was also recognized that the best academic resources such as library, equipment, and so on, are often currently available at UCT. Thus the Programme encouraged a maximum of 24 months spent at UCT, where initial reading, later data analysis, and thesis writing takes place. To facilitate a split-site degree two supervisors are identified, one from the home university and the other from UCT. To promote mutual understanding, both supervisors are required to visit the other university in the Fellowship and are encouraged to form their own academic linkages.

Thus a USHEPiA Fellow is a staff member of a USHEPiA partner university, awarded funding to do a PhD or Masters degree. S/he has two supervisors, one at UCT and one at the home university. His/her research project must be relevant to the home country or the region, and fieldwork must be carried out in the home country. The project is 'owned' by the Fellow and supervisors, and annual reports on progress and expenditure must be submitted by them to the USHEPiA Management Committee for scrutiny before the following year's funding is released.

It was built into the Fellowship structure that the first experience and responsibility of a newly selected USHEPiA UCT supervisor would be a Planning Visit. The Planning Visit is mandatory for a variety of reasons. The Programme is aware that it is a big risk for any academic to agree to supervise a post-graduate student that s/he has never met, and whose project is based in a country (in this case, African) that the supervisor may never have visited. It is most important that the UCT supervisor visit the Fellow's (other south or east African) home country, university, and department, in order to allow the potential supervisors and Fellow to meet, to consider the local conditions under which the research will be carried out, and to decide together whether the project is viable. It therefore also constitutes the last chance for the supervisors to turn down a potentially unsuccessful project before too much effort and money has been spent. During the Planning Visit, the Fellow and supervisors must finalize a project plan and the budget to suit the needs of the project and of the Fellow, and the requirements of the Fellowship. Thus every effort is made by the Programme to find the best match possible between supervisors and prospective Fellow"

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[5] Source: Partnership page: http://web.uct.ac.za/misc/iapo/ushepia/pu.htm

The Core Programmes: consists of a series of <u>Cohorts of full degree</u> postgraduate Fellowships. Since its inception USHEPiA has offered 64 full degree Fellowships, 35 in three Science & Engineering Cohorts; 26 in four Humanities Cohorts, and 3 in a Food Security Cohort Cohorts are based on the discipline and year the Fellowships is awarded as shown below.

Figure 1: Cohorts Structure and fellow details:

Science & engineering **1996**		Humanities & Social Science **1997**		Science & engineering **1998**		Humanities & Social Science **2000** Fellows:	
Fellows		**Fellows**		**Fellows**		**Fellows**	
UBotswana	3	UZambia	2	UZambia	4	UZambia	1
UZambia	4	UZimbabwe	1	JKUAT	2	Dar Es	1
UZimbabwe	2	JKUAT	1	Dar Es	3	Makerere	4
JKUAT	1	UNairobi	1	Makerere	1	UNairobi	2
UNairobi	1	Dar Es	2				
		Makerere	1				

Science & engineering **2002**		Food Security **2003**		Humanities & social Science **2004**		Science and Engineering **1998/2004**		Humanities & Social Science **2004**	
Fellows				**Fellows**		**Fellows**			
UBotswana	1	**Fellows**		UZimbabwe	1	Dar Es	1	**Fellows**	
UZambia	1	Kenyatte	1	UNairobi	1	Makerere	2	UZimbabwe	1
JKUAT	2	Makerere	2	Dar Es	2			UNairobi	1
UNairobi	3			Makerere	1			Dar Es	2
Dar Es	1							Makerere	1
Makerere	2								

Small grants

Small grants are awarded to fellows in the Programme. These funds are used to carry out research activities, build research infrastructure, attend conferences and support academic advancement of the graduates.

Small grants were awarded in 2002, 2003 and 2004:
- o See: http://web.uct.ac.za/misc/iapo/ushepia/sgs2002.htm for detail on summarised research projects that received grants in **2002**
- o See: http://web.uct.ac.za/misc/iapo/ushepia/sgs2003.htm for detail on summarised research projects that received grants in **2003**
- o See: http://web.uct.ac.za/misc/iapo/ushepia/sgs2004.htm for detail on summarised research projects that received grants in **2004**

Internal Evaluation Workshop

By the end of 1998 the USHEPiA Programme had been operational for 4 years, by this time 33 Fellowships had been awarded, and funding of $1 660 287 had gone into the Programme (an average of $400 000 per year). An evaluation of USHEPiA had been envisaged since its inception in order to assess its operational strategies and effectiveness in achieving its goals, and to give direction for future development. The time seemed right for an initial assessment. It was recognised however, that a more qualitative evaluation of the products of the programme would only be possible once more of the grants had matured.

The Evaluation Workshop held in 1998 was attended by 24 representatives from the eight USHEPiA partner universities, and additional Fellows and supervisors. The Workshop lasted over 2 days, and was tightly structured to cover:

- The academic process and practical implementation of the Fellowships
- The sustainability of the USHEPiA ideals once the grants have come to an end
- Assessment and enhancement of spin-offs associated with the grants
- Future direction
- Future funding options

According to the documentation, these discussions were characterised by a frankness that led to many constructive suggestions, and a statement of support for the continuation and development of USHEPiA was signed by all representatives at the end of the meeting. There was an overall acceptance that USHEPiA had become a model for academic capacity development in Africa, and that the south-south networking it was establishing had come at a very opportune time for both UCT (as it moved towards its vision of being a "World-class African University") and the other partner universities as north-south resources were shrinking. The fact that the Programme was needs-driven by the partner universities and its flexibility were seen to be important factors in this success.

Key issues that arose in the discussion included the tension between longer-term institutional capacity development and shorter-term personal development; the need to improve communication at all levels, how to empower the home supervisors; and a perceived lack of support from some of the home universities. The role of home universities was emphasised in

discussing sustainability. It was recognised that USHEPiA should form an integral part of the partner universities' broader research strategies.

The existing Programme structure was endorsed, and the partner universities strongly supported the hands-on management provided by the USHEPiA Office. It was agreed that the number of partner universities should not be increased during the First Phase. Being needs driven, USHEPiA should continue to cover disciplines identified by the partner universities (science, engineering and humanities); however broadening to include medicine and agriculture would be valuable should funding be obtained. In general, there was an emphasis on deepening the linkages within USHEPiA during this First Phase, rather than diluting them by attempting to spread to other universities or disciplines.

Partner universities indicated that they saw USHEPiA as a long-term programme. The need to start to work towards establishing a Second Phase was endorsed. During this phase, sustainability would become increasingly important. Participating universities felt that there was no limit to the growth of intellectual capital needed in Africa. Specifically, the independent evaluator pointed out in her report that: "[USHEPiA] is much too good a programme to be confined to only a few universities".

During its First Phase, USHEPiA had been funded by foundation funding. The Workshop strongly supported the idea of obtaining endowment funding to enable USHEPiA to move into a second phase in 2001/2.

External Evaluation
An external evaluation of USHEPiA was carried out in 2003. With regard to the stated USHEPiA aim of staff development, the evaluation found that the USHEPiA model has worked well, and that it compares well with other programmes of this type. Particular mention was made of the quality of the programme management, which was seen to be highly professional as well as personalized. At an USHEPiA Vice Chancellors Workshop held in Cape Town in January 2004 it was agreed that the partner universities should continue to prioritize staff development in the near- to mid-term and that it was important to raise funds for further core Fellowships

2.2   The governance and management structures in terms of decision making procedures, intellectual and operational leadership, and accountability

The main programme administration is based at UCT. There is strong administrative and financial control. UCT takes responsibility for governance and awarding of the fellowships. Both the fellowship process and governance structures are discussed below

i)   Awarding the fellowships[6]

Following the distribution of an Announcement of Opportunity from the USHEPiA Office which is based in the International Academic Programmes Office (IAPO), UCT, applications for Fellowships are received from academic staff members (prospective Fellows) at the partner universities.   These have to be endorsed by the applicant's Head of Department, Dean of Faculty, and Vice Chancellor in order to assure the Programme that there is full collegial support for the candidate. Applications are sent to the relevant UCT Departments for assessment. The Head of Department usually receives the application, with a request that s/he would pass it on to the academic with expertise in the field and capability of PhD or Masters supervision. The latter academic assesses and rates the application A, B, or C, and is also asked (when the assessment is "A"-rated) if s/he would be interested in the co-supervision of the candidate. This selects UCT academics who have an interest in Africa-based research, and are relatively enthusiastic about the prospect of supervising an African colleague.

Applications and assessments are scrutinized and rated by two USHEPiA bodies, the USHEPiA Management Committee (based at UCT) and the USHEPiA International Steering Committee before awards are made. A Planning Visit is built into each Fellowship, and it is only after the Planning Visit has taken place, and a positive report received by the USHEPiA Office at UCT, that the Fellowship is finally approved.

Guidelines have been drawn up for the supervisors, explaining what each supervisor is expected to do, as part of the USHEPiA experience. The following has been extracted from the standard letter of welcome and information sent out by the USHEPiA Office:

- The Fellowships are awarded to STAFF MEMBERS of the partner universities for jointly

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[6] Source: Warner's thesis

supervised split-site degrees, where the fieldwork is normally carried out in the home country. Each candidate will have a supervisor in the home university and at UCT.

- Funds will be available for travel between the participating universities for both the student and supervisors, for tuition, living expenses, research, and limited equipment. These will be administered by the UCT supervisor and Fellow in consultation with the home supervisor. Funds are available for students to spend a maximum of 24 months at UCT, where they can prepare for fieldwork, analyse data, and write up the thesis. Degrees should be completed within 3 years (Masters) or 4 years (Ph.D.). An extension can be granted.

- Separate funds are set aside for a Planning Visit by the UCT supervisor to the prospective Fellows home university. The Management Committee will only ratify the Fellowship following a positive report regarding the feasibility of the Fellowship.

- Annual progress reports and budgets for the year following will be required and continuation of the Fellowship will be dependent on satisfactory progress."

ii) Day to day management[7]

Professor Thandabantu Nhlapo, UCT Deputy Vice Chancellor, is currently the Project Leader. Operationally USHEPiA has a strong base in UCT's International Academic Programmes Office (IAPO), and has the support of IAPO Director, Dr Loveness Kaunda. The USHEPiA staff comprise of:

- Ms Nan Warner, USHEPiA Director
- Ms Mbali Gumede, IAPO Finance Manager & USHEPiA Finances
- Mrs Norma Derby, USHEPiA Administrator

The office works closely with departmental Secretaries where each USHEPiA Fellow's Supervisor is based at UCT. Each of the partner universities has a designated USHEPiA Contact Officer on campus. The USHEPiA Team is responsible for all the administrative aspects of the Programme

- o Writing proposals for funding
- o Monitoring of USHEPiA Funds, which are administered by UCT
- o Formulation of official USHEPiA documentation
- o Distribution of Announcement of Opportunity documentation to all partner universities
- o Processing applications
- o Co-ordination of selection procedure
- o Organization of International Steering Committee meetings
- o Implementation of procedures for potential new Fellows.

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[7] Taken directly from website

The last step includes:(a) an offer to and acceptance by the Fellow and the Supervisor; (b) letters of confirmation and acceptance forms to Vice-Chancellors; (c) letters of regret to unsuccessful candidates (d) information packages to Supervisors; (e) information and application forms to Fellows; (f) creation of local accounting infrastructure; (g) a Planning Visit by the UCT supervisor to the home university to meet the home supervisor, assess local department strengths and weaknesses with reference to UCT, and finalize a project proposal; (h) submission and acceptance of a work-plan and budget; (i) processing of admission forms; (j) arrangement of accommodation; (k) inclusion in Medical Aid programme; (l) help with all aspects of visa and study permit applications; and (m) monitoring of travel arrangements.

- On-going assistance to Fellows during their stay at UCT
- Making contact with home supervisors when they visit UCT Getting their input concerning the Fellow's progress and current situation.
- Monitoring Fellows' social contacts, acceptance in the community, etc.
- Keeping Management Committee members informed
- Organizing local Management Committee meetings
- Maintaining annual progress and financial reports on all Fellows
- Allocating funds on an annual basis
- All aspects of publicity

iii) International steering committee[8]

The Fellowship programme is governed by the International steering committee and the Management Committee. This Committee meets at least once a year. It formulates policy, and makes major decisions. Matters under scrutiny include:

- Future funding strategies
- Continual review and updating of the selection process
- Progress reports of all Fellows, in the Science & Engineering, and Humanities categories
- Approval of allocation of funds
- Selection of new Fellows
- Financial Reports
- Feedback on status of USHEPiA in each of the partner Universities
- General review and updating of official USHEPiA documentation

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[8] Taken directly from website

The Committee currently consists of:

Prof B. Otlhogile (Chair)	Vice Chancellor	University of Botswana
Prof G. Magoha	Vice Chancellor	University of Nairobi
Prof S. Simukanga	Vice Chancellor	University of Zambia
Prof L. Nyagura	Vice Chancellor	University of Zimbabwe
Prof T.Nhlapo	Deputy Vice Chancellor (International)	University of Cape Town

iv) Management Committee[9]

The Management Committee meets at least once a year. It is concerned with the management of the Programme which includes the following:

- Preliminary review any applications for Fellowships
- Assessment of annual progress reports of all Fellows
- Approval of expenditure of funds for the previous year
- Approval of allocation of funds for the forthcoming year
- Supervision of the USHEPiA Office at UCT
- Any on-going local problems.

The Committee currently consists of:

Prof T. Nhlapo (Chair)	Deputy Vice Chancellor	University of Cape Town
Prof L.Nyagura	Vice Chancellor	University of Zimbabwe
Prof F. Petersen	Dean of Engineering	University of Cape Town
Prof K. Driver	Dean of Science	University of Cape Town
Prof P. Ensor	Dean of Humanities	University of Cape Town
Prof M. Ayogu	Dean of Commerce	University of Cape Town
Prof E. Kalula	for Dean of Law	University of Cape Town
Ms N. Warner	Manager, African Academic Links & USHEPiA Director	University of Cape Town
Ms M.Gumede	Finance Manager, IAPO & Finance Manager, USHEPiA	University of Cape Town
Ms N. Derby	USHEPiA Administrator	University of Cape Town

v) The USHEPiA Advisory Board[10]

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[9] Taken directly from website

The USHEPiA Advisory Board comprises all the USHEPiA Vice Chancellors and the USHEPiA Project Leader. The Board attempts to meet biannually or when necessary, often taking advantage of the presence of the Vice Chancellors at other meetings such as those of the Association of African Universities. The Advisory Board provides broad guidance on policy and appoints the USHEPiA Steering Committee.

In summary

The governance and management structure of USHEPiA is encapsulated in a threefold structure:

- The USHEPiA Advisory Board (where all the partner universities are represented)
- An International Steering Committee (which seems to be the key Policy making and Strategic decision-making body with representation from some of the partner institutions)
- The Management Committee (which mainly comprises staff from UCT and clearly deals with more operational issues)

The Advisory Board and Steering Committee meets once a year, whereas the Management Committee meets at least once a year. It also seems from the available evidence that the Project Leader and USHEPiA Director deals with daily management issues.

2.3   Sources of financing (donors, governments, partnering organizations);

It is possible to distinguish between two kinds of grants that have been sourced for the implementation of the programme. On the one hand there are grants that are directed at financing the main operation of the Fellowship Programme, on the other hand, over time ad hoc-grants to fund specific initiatives and events have been secured. As far as the former is concerned, the following information is available:

- Launching grant from Rockefeller: $50 000
- The Rockefeller Foundation subsequently provided a further $200,000 Challenge Grant to UCT to develop the Science and Engineering initiative in Africa.
- In 1995 other funding was obtained from the Carnegie Corporation, the Coca Cola Foundation and the Ridgefield Foundation.

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[10] Source: Big Report

- The Andrew Mellon Foundation has provided funding for the Humanities fellowship[11].

As far as more ad hoc-grants are concerned we refer to two examples.

Funding for research planning workshops on Food Security

A grant was awarded to the USHEPiA Programme in August 2000 by the Rockefeller Foundation. It enabled the USHEPiA partner universities to hold series of research planning workshops to explore the possibilities offered by international multidisciplinary research projects within the Programme. The projects to be considered were to be within the Rockefeller key areas of Health Equity & Food Security.

The variable and unpredictable circumstances prevalent in most African countries today make it necessary to pool our scarce resources and collaborate in solving our problems. The same circumstances make these necessities very difficult to carry out. The USHEPiA Programme expressed interest in assessing whether research collaboration is possible amongst the partner universities. The planning workshops were therefore organized to :

- Bring African academics working in complementary research areas together.
- Make an assessment of the resources, expertise and current relevant research activities in the specific field.
- Clearly define the proposed research focus of a collaborative multidisciplinary project.
- Determine the capacity development needs of each participating institution (African Career Awards, fellowships for postgraduate degrees, post doctoral fellowships, short training courses, etc.) and consider how to integrate these into the collaborative research project most effectively.
- Identify 1-2 people to write up a research proposal based on the results of the workshop. This proposal should detail the specific research to be undertaken by participating institutions, their capacity development needs (including the development of women), and how each institutional project contributes towards the overall project.

Funding for a post in Intellectual Property

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[11] Source: International models

Funding was awarded by the Rockefeller Foundation to establish a post for a USHEPiA Intellectual Property (IP) Co-ordinator, to provide services in IP management to the USHEPiA partner universities. This would include sensitisation of researchers to the importance of relevant IP issues, managing research agreements (including material transfer agreements), as well as formulating appropriate policies and strategies for the protection and exploitation of university IP. This coincided with a related project being undertaken by UCT Innovation, in conjunction with Southern African Research and Innovation Management Association (SARIMA) and Association of Commonwealth Universities (ACU) and funded by the Department for International Development (DfID), to perform a Feasibility Study of an Inter-University Expertise Sharing Arrangement in Intellectual Property and Technology Transfer. Due to the areas of congruence between these projects, it was decided to run them together. This has provided an opportunity to test a concrete model for co-operation in this field within a well-established network.

2.4. Roles and responsibilities of partnering universities directing and managing the programme

UCT is administrative head. Programme located in IAPO office. When funding is obtained the USHEPiA office (at UCT) sends out an announcement which includes detail on the programme and application procedure

The **application procedure** involves the following (which shows role of partner and UCT)[12]:

- All applications must be endorsed by HoD, Dean, VC
- Active search for a suitable supervisor (primary)
- Identification of a home supervisor (usually secondary)
- Research must be valid to the region and country
- No real age restriction on applicants
- Both supervisors are expected to visit the „away" university
- Applications are rated by potential primary supervisor
- The Management Committee makes an initial selection for recommendation to
- The International Steering Committee, which makes the final selection and identifies reserves
- The award procedure is then carried out, and the Planning Visits are arranged.

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[12] Source: International models

Once the applications have been received, planning visits are organized.

Planning visit[13]:

- UCT supervisors attend a workshop to introduce fellows to the Programme before they go on their Planning Visits
- The Planning Visit is a meeting of all 3 players, and the beginning of a learning process
- During the Visit they must finalise the project proposal and plan of action and agree on Fellowship budget

Successful fellows are then brought to UCT where they stay for a maximum of two years.

UCT Stay (maximum of 24 months)

- Accommodation is arranged (a big plus!)
- Per diem
- Tuition fees
- Support from the USHEPiA Office
- Hospital Cover
- Full-time focus on work
- Any extra courses needed
- Compassionate funds for crises
- Spin off" benefits (exposure to new country, university, friends, cultures, & so on)

2.5. Effectiveness of arrangements for communication and decision making among program partners

According to various documents, it seems as if relations with donor organizations have always been supportive and consultative. The MoU agreed upon and signed at the 1994 Cape Town Workshop provided the endorsement on which to base the USHEPiA governance structure. This included the International Steering Committee and the Management Committee. It was only quite recently however, 2004, that the partner university Vice Chancellors were described as the Advisory Board.

The governance of the Programme has, of course, existed within the context of eight different university governance and administrative structures. Management has on occasion found this to

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[13] Source: international models

be a challenge and more needs to be done to bring USHEPiA administrative contact staff together in order to identify, discuss, and overcome incongruities in the systems.

It is reported that at the Vice Chancellor level, there exists a degree of mutual understanding, and decision-making is always inclusive. However the country visits are not presenting sufficient time for lower level engagement and to write up best practice

At a very practical level, communication problems - whether by letter, fax, email or telephone - are almost endemic in Africa, and have probably been the most challenging of the difficulties faced. They have affected communication between the USHEPiA office and the partner universities and between Fellows and supervisors. To some extent this has been countered by members of the USHEPiA office staff visiting the partner universities and making direct contacts. The office has also produced detailed written documentation which partner universities have found very helpful. Modern communication means are critical to research, and their absence, unreliability, and high cost when available, remain a very significant hurdle to development on the continent, not least in the academic sphere[14]. A particular problem has been the lack of network speed and bandwidth at many of the partner organisation which has affected communications as well.

2.6. Effectiveness of decision making processes concerning programme objectives, activities and outcomes (both positive and negative);

The following points emerged from our analysis of programme documentation:

- Little alignment with partner mission and strategy

Alignment with partner institutions' mission and strategy and overarching network goals and strategy has not been specified. It is stated that UCT Management has little knowledge of the development of administrative support within the other partner universities. There has been no direct development of the USHEPiA Contacts group other than the 2002 Contacts Workshop. It must also be noted that very little rigorous academic analysis of the Programme impact has been carried out.

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[14] Source: Big report

- The joint supervisor system[15] has generally worked well and produced benefits. But it has not always been wholly successful. Difficulties have occurred, for example, on occasions where the USHEPiA requirement of a local supervisor has not yielded a qualified staff member at the partner university. This has sometimes resulted in an unsuitable local supervisor being appointed – or more often in a local supervisor being appointed from another university in the area. It is noteworthy that the only early withdrawal from a fellowship was by a Fellow whose local supervisor was at another (distant) local university, and who consequently lacked part of the support network that other Fellows have enjoyed.

- The joint supervisor system[16] has led to some tensions over division of labour. In part some of the difficulties encountered may be attributed to the fact that the duties of the supervisors and the nature of their relationship had never been adequately addressed within the project - a matter referred to in the evaluation workshop in 1998. The interview with Nan Warner also highlighted this point. If a co-supervisor does not pull his/her weight they do not form part of any subsequent publications. USHEPIA is currently considering a supervisory agreement.

- Tension between institutional capacity development and personal development interests. From the report of the internal evaluation workshop it is stated: *"Key issues that arose in the discussion included the tension between longer-term institutional capacity development and shorter-term personal development; the need to improve communication at all levels, how to empower the home supervisors; and a perceived lack of support from some of the home universities. The role of home universities was emphasised in discussing sustainability. It was recognised that USHEPiA should form an integral part of the partner universities' broader research strategies"*

- Payments of supervisors. From the interview with Nan Warner it is clear that there has been some issues around payment because at the University of Makerere, for example, PhD fees are paid directly to the supervisor. The way in which to counteract problems that arose because of this has been to include an academic incentive (publications will follow from the process) in the programme.

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[15] Source: Big report
[16] Source: Big report

2.7   Institutional, leadership and operational challenges observed during the first three years of implementation and measures taken to address them;

The main challenges that have been identified are the following:
- Funding not guaranteed
- Problems with communications
- Inadequate capacity (human and infrastructural)
- Different Institutional systems
- Difficulty in getting female applicants
- Sustaining research after graduation of fellows
- Balancing heavy teaching loads with research demands

In addition to these, a number of other "smaller" problems have also been identified in various reports and the interview with the Programme Director:

- Financial Management continues to learn and reshape the structure of funding requests. For example, after the early cohorts the management started including a Staff Replacement Cost of US$5,000 for each Fellow, to be paid in the second or third year of the Fellowship. USHEPiA's financial management has been centrally controlled. Early difficulties regarding the telegraphic transfer of funds, and the identification of USHEPiA funds transferred into the GOB of partner universities have since been smoothed out. This owes a great deal to the visits made by the USHEPiA management to all the partner universities, as well as the USHEPiA Contacts Workshop of 2002. Ownership of each Fellowship budget by the Fellow and supervisors has proved successful. Some flexibility and innovative budgeting has been allowed by the Management Committee, and this has maximized the benefit of the Fellowship funds. Unstable currencies made things difficult and a once off upfront payment would have helped. Also, initially stipends were not big enough and had to be adjusted[17]

- Involvement from top management has been great. However: Identification of the right people to engage at different levels has sometimes been problematic. Much effort always went in to the selection of the right Fellows, and selection of the most appropriate

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[17] Source: Big report page 20

UCT supervisors. The Fellow has had the responsibility of selecting the most appropriate home supervisor. There have been some difficulties with the accessibility of the home supervisors. Several contributing factors have been identified. These include (a) the lack of time for proactive supervision because of the need to do contract work; (b) in some cases ongoing difficulties experienced with communications; (c) in some cases an expectation that a supervisor should be reimbursed, which USHEPiA does not do; (d) in a few cases a need to designate a first and second supervisor.

- The final Governance structure was only set up in 2004
- One difficulty encountered in three of the Fellowships has been the non-recognition by the home university of staff status for the Fellow. The Fellowships are given with the understanding and undertaking that the Fellow is a staff member with support in terms of salary and other staff privileges. In cases where this has been ignored, Fellows are left without any financial support at home for themselves or their families.
- Dealing with Health issues and medical funds
- There is no M&E system in place to assess operations and document practices
- Multilevel linkages are difficult from the management perspective and are not easy to monitor. This can present many problems but the people with whom the USHEPiA Office has dealt have almost all understood that we are the information centre, and have worked with and through us. This has made complex networking relatively trouble-free.
- There has been a tension between the interests of senior staff and those of the more junior Fellow. A typical example concerns control of equipment made available to the Fellow, which may be eyed jealously by more senior colleagues.
- Overall the administration of the programme demanded much more in terms of time and money than had been anticipated at its inception. In particular, efforts involved in communication, in reporting to donors, and in the daily management of the fellowships have required much more effort than originally envisaged.
- The organisational structure - essentially an administrative office, a local management committee and a steering committee - was put in place at the start, by informal agreement amongst the partners. In what is probably typical network fashion, no great attention was paid to constitutional detail or future possibilities. While the structure has been very effective in running the programme, its strength is also a possible weakness. It provides no easy mechanism for change

During the interview with the Programme Director she highlighted the following challenges:

- The fact that UCT (and SA Academics) don't know where African universities "come from". To quote: *We are physically better resourced; but we are much poorer in African abilities as academics*
- A supervisor not having the ability to supervise a student and where the UCT supervisor had to take over the responsibility
- The need to clarify issues with students as soon as they arrive in South Africa
- Students experiencing a slump after 6 weeks, i.e. keeping track of the students and ensuring they raise the issues as they present themselves. This is therefore a very admin intensive programme

Summary

Based on this overview, it is possible to group together the main challenges into the following categories:

- Sustainability challenge

    It is clear from all the evidence provided that the financial sustainability of a programme such as this is the single biggest challenge. The programme is nearly entirely dependent on donor funding (some in natura support from UCT and the other partner institutions). Although graduates in the programme earn teaching and research subsidies under the SA Government's educational subsidy system, it certainly is not sufficient to sustain the programme.

- Governance challenge

    The final agreements and governance arrangements for the programme were only put in place in 2004. Although every indication is that the institutional partners in the USHEPiA programme worked well together – based on an initial MoU – it is also clear that governance and management arrangements and specifically the respective roles and responsibilities of each partner, needed to have been formalized much earlier.

- Management and administrative challenges

    The peculiar model of the programme which is extremely labour and time intensive (as evidenced by the screening process, planning visits and the amount of personal support given to each fellow), means that the programme requires sufficient human and administrative capacity.

- Supervisory challenges

    One of the main challenges in this regard concerns the "unevenness" in supervisory capacity across the partner institutions. In addition, as one would expect, any co-

supervisory relationship brings with it its own challenges – of communication, theoretical and paradigmatic differences as well as differences in supervisory style. This is further aggravated by the fact that the supervisors are at two geographically distanced universities.

- Cultural challenges (inter- and intra-institutional)

Various reports as well as the interview with the Programme Director speak to the different academic cultures between the partner institutions and how the lack of understanding of things are done differently in these institutions, affect decision-making and communications. In addition, cultural differences between senior and junior faculty, which is prevalent in all academic institutions, also impact on the success of the programme.

2.8. Lessons learned in terms of successful collaboration among partners

- Thorough Advance Consultation

The USHEPiA project emerged from a series of preliminary meetings that established common concerns, and built personal relationships at an early stage. AAU support was politically important in the early stages, as were the reciprocal visits at senior management level (including Vice-Chancellors, Deputy Vice-Chancellors and Deans) which were important in familiarising the potential partners with the facilities and interests of the different universities. The Cape Town workshop and Memorandum of Understanding allowed the interested parties to shape and define the project co-operatively, and was very important to the sense of 'ownership' of those involved.

- Agreed Identification of Objectives

The south-south partnership concept was seen by all parties as a powerful advantage. The project was seen to offer mutual advantage for development and capacity-building within the continent, contrasted with the asymmetrical relationships more customary in north-south programmes. The early discussions between potential partners clarified the specific advantages: U.C.T., for example, stressed its spare capacity to take post-graduate students, its desire to develop research relationships within the continent, and the importance of students from other parts of Africa as important role models within the changing South African context. The other partner universities stated their

staff development and capacity-building needs, and their desire also to develop continental research relationships. The sharing of a common research tradition - however attenuated by circumstances in some of the partner universities - was a vital underpinning of the programme.

- High-Level Co-Operative Management Backed by Intensive Local Management and Support

  The processes followed ensured institutional 'ownership' from the start, at the highest level. As the project developed, the direct involvement and support of the Vice-Chancellors of the partner universities proved crucial in resolving administrative and other difficulties. The professional administrative support of the U.C.T. International Academic Programmes Office has also been critical in developing the process, underpinning its implementation, and being able to deal effectively with unforeseen difficulties as they arose.

- Flexible Individual Fellowship Management

  The flexibility of the fellowship model has also been important, particularly as far as budgeting is concerned. Each fellowship is individually tailored as part of an interactive process involving the fellow and the two supervisors. The provision of research equipment as part of this process is also expected to contribute to longer-term, sustainable capacity-building. All of this requires a very dedicated programme staff.

- Enthusiasm Principle

  Common interests and capacity have been necessary but insufficient factors in the success of USHEPiA to date. What has been referred to within the USHEPiA administration as the 'enthusiasm principle' has been particularly important - in practice this has referred to an assessment of the degree of enthusiasm for the project, starting with the assessment of potential partner universities and continuing with a similar assessment of potential supervisors. In the interview with Warner, she reiterated the centrality of this principle and emphasized that much of the success at the level of the triadic supervisory relationship (primary supervisor, co-supervisor and student) depends on the presence of this principle.

- Network-Development beyond Individual Fellowship

USHEPiA has been devised to develop networks beyond those involving individual fellows. The programme has developed linkages between universities, departments and supervisors. This has led to other benefits, particularly involving supervisors, such as the appointment of external examiners, and invitations to lecture or deliver seminars.

- Multi-Level, Interacting Linkages

    It is suggested that one of the successful characteristics of the USHEPiA network is that it involves successful networking at three levels simultaneously: (1) at the university senior management level, (2) at the departmental level, and (3) at the level of individual Fellows.

- Sustainable Capacity-Building

    An attraction of USHEPiA for its participants is its declared aim of sustainable capacity-building. Its strategy in this regard includes the involvement of joint supervisors, the emphasis on local research projects, the provision of suitable equipment, and the encouragement on longer-term research co-operation.

2.9 Perceptions concerning the success and failure of the program held by the partners, the funders and others.

The Bellagio Colloquium (Prewitt, 1998) represents an initial attempt at assessing success factors in research networks. Among the factors identified as critical to potential success were balancing open membership with quality; a good governance system which can manage multiple relationships and deal with conflicts; financial stability; and good project management. A further discussion of partnership networks was undertaken in late 1998 under the auspices of the Association of African Universities (AAU) and the Association for the Development of Education in Africa (ADEA, 1998). The key lessons for potential success learned from the examination of four networking experiences were suggested as:

- A common needs assessment with shared ideas of problems and solutions
- A demonstrated demand for the proposed activities
- Adequate management capacity
- Frequent communication and decision-making transparency

- Institutional ownership of the programme.

As the foregoing has indicated, the USHEPiA programme clearly incorporates the factors referred to above. On this basis, it may be said to be a successful network at its current stage. But the final analysis will require appropriate evaluation of performance against objectives. The USHEPiA programme has already undergone one internal evaluation at a meeting attended by representatives of all involved sectors: Vice-Chancellors, Deans, external and internal supervisors, the Fellows themselves, and the project management. This was valuable as a mid-term assessment, and allowed fine-tuning of many of the details of the programme. Nevertheless, a full external and independent evaluation is planned. Real success or failure, however, can only be assessed in years to come when the passage of time will indicate USHEPiA's longer-term results in terms of sustainable capacity-building.

In 2003 a comprehensive external evaluation of the USHEPiA programme was carried out by African higher education specialist, Dr Jeffrey C Fine10. In the Report he focused on two major themes: Staff development and the future broader deployment of the USHEPiA network to address other aspects of institutional strengthening. He found that there was a continuing and growing need for investment in staff development in the USHEPiA universities and he felt that the USHEPiA model of split site post graduate study had performed well. This he attributed to two important factors which were "*difficult to measure and quantify*", namely the "*enthusiasm principle*" and the highly professional quality of the programme management. He concluded that the USHEPiA version of the „sandwich model" in which a USHEPiA Fellow has a UCT and a home supervisor "*stands up well in comparison to others*".

He did however point out that the closed system has drawbacks because of the limited pool of committed qualified supervisors and because it lacks the broader experience that might have been gained by working outside Africa. In addressing the broader deployment of the network, he made a number of recommendations aimed at institutional strengthening beyond the core focus of staff development. These included curriculum development, collaborative research, facilitating publication of research, sabbaticals to enable researchers focus more on research and publication, and conference participation. He also felt that the USHEPiA network had a role to play in the professional development of non-academic staff; in sharing experiential knowledge; and in collaboration around electronic connectivity. He recognised that some of these were already happening, but felt they could be strengthened.

Fine suggested that as a network USHEPiA had the potential to raise funding in three ways: through collaboration around developing intellectual property rights and products, through provision of consulting services, and through commercial exploitation of electronic connectivity where he felt that there is considerable scope for exporting services via the internet to first world markets. All these are detailed in his report.

> He states: "*Our principal conclusion is that both thrusts, viz. staff development and capacity strengthening should be complementary. To remain viable, the network must necessarily evolve, but in ways consistent with its internal dynamic; the growing bonds of collaboration amount institutions and individuals; the bounds set by managerial and financial constraints; and directions responsive to the challenges arising from changes in higher education within the region.*"

In analysing the Fine Evaluation and its suggestions at a USHEPiA Board meeting in Cape Town in January 2004 it was agreed that the partner universities should continue to prioritize staff development in the near- to mid-term. The International Steering Committee was charged with raising funds for further core Fellowships.

A statistical profile of the Programme at the end of 2007 is provided below:

		% of total
Total number of Fellowships awarded	64	100%
Total number of Science and Engineering Fellowships	35	55%
Total number of Humanities Fellowships	26	41%
Total number of Food Security Fellowships	3	4%
Total number of PhD Fellows	57	89%
Total number of Masters Fellows	7	11%
Total number of partial Fellowships awarded	4	N/A
Total number of degrees awarded (by end 2007)	34	53%
Ongoing Fellowships (as at end 2007)	23	36%
Deaths	3	5%
Failure	1	1%
Withdrawals	3	5%
Total number of women fellows	23	36%
Percentage of completed Fellows still working with their home universities		94%

(Source: Big report, Page 10)

In an article ([International Models for Co-operation with Universities in Africa-USHEPiA as a Model,Carol Ojwang & Nan Warner.pdf](#)) Ojwang and Warner, list the following four specific gains from the USHEPiA programme:

- **To higher education in Africa**: The Programme has contributed to collaborative research on the continent. It promotes research projects of regional importance. It has contributed to "brain circulation" within Africa –none of the graduated Fellows have left the continent. It has led to capacity development in the partner universities. The cost of a Fellowship compares very favourably with those to developed countries, and the Programme is therefore able to offer more Fellowships per Grant.

- **To UCT (South Africa):** UCT academics have been given the opportunity to visit other African countries in the region and have been exposed to the talents and the difficulties of our neighbouring countries. The UCT community has been able to host the USHEPiA Fellows and has learned much from them, especially with regard to xenophobia. Academic linkages have developed between UCT and other institutions on the continent.

- **To UCT's IAPO:** The Programme has added a better understanding of people from other parts of Africa by continued interaction with USHEPiA Fellows during and after completion of their degree programmes.

- **To the Fellows:** There has been sharing of research and knowledge and social integration. UCT is within the region, culturally familiar and not very far from home, unlike universities in developed countries.

2.9   Issues associated with accommodating new partners;

No new partners, except for the University of Kenyatta, joined since the commencement of the programme. This is due to a decision that was taken not to expand the number of universities during Phase 1[18]. No partners have withdrawn from the programme.

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[18] Source: big report

2.10   Accommodation of changing programme objectives and activities;

No changes to the original objectives have been made, although some new activities and projects have been added. Some of these were:[19].

- The early inclusion of Humanities and Social Sciences Fellowships.
- Rockefeller funded an ongoing project for the development of Intellectual Property knowledge and capacity at the USHEPiA universities.
- Mellon funded a workshop to benchmark the supervision of PhDs across the USHEPiA universities.

2.11   Rationale and arrangements for modifications of the programme's governance, management and financing arrangements;

Governance structure only finalised in 2004.

USHEPiA did not have a designed governance structure until the 2004 Vice Chancellors Workshop when the three Boards, their composition and Terms of Reference were formally agreed upon. When various management difficulties were encountered they went firstly to the Programme Director, then the Programme Leader, then to the Management and to the International Steering Committee for resolution. The framework for the programme infrastructure was initiated by Lesley Shackleton and Caz Thomas, and continued by Nan Warner. It has developed "organically" and continues to develop and change where necessary.

Financing arrangements

With the exception of the first cohort of Fellowships, the funding has been adequate. Management has continued to learn and reshape the structure of funding requests. For example, after the early cohorts the management started including a Staff Replacement Cost of US$5,000 for each Fellow, to be paid in the second or third year of the Fellowship. USHEPiA's financial management has been centrally controlled. Early difficulties regarding the telegraphic transfer of funds and the identification of USHEPiA funds transferred into the GOB of partner

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[19] Source: Management Perspectives

universities have been smoothed out. This owes a great deal to the visits made by the USHEPiA management to all the partner universities, as well as the USHEPiA Contacts Workshop of 2002. Ownership of each Fellowship budget by the Fellow and supervisors has proved successful. Some flexibility and innovative budgeting has been allowed by the Management Committee, and this has maximized the benefit of the Fellowship funds.

A recent overview of the cost of a USHEPiA Fellowship estimates this at approximately $72 578 per fellow. Although no information is available about the total costs of the Programme thus far, the costs of the fellowships (64 fellowships awarded in the first 12 years) alone would come to approximately $42 million which translates into an annual cost of approximately $3.5 - $4.0 million[20]. The table below, however, is also useful, as it gives an indication of the cost items that the programme covers.

Budgeted Cost for a USHEPiA Fellowship: 2010-2013			
Research costs R 250,000			
Inflation at 5.49% as predicted by UCT			
The University of Cape Town keeps the money in an investment account and the interest earned is declared in financial reports and can also be used to further subsidize the program			
ZAR 9.16= US$1 for 2010 financial year, as per UCT guidelines.			
			9.16
		1 Fellowship	1 Fellowship
Description	**Notes**	**ZARands**	**US$**
Research/Fieldwork costs	1	248,000	27,074
Equipment infrastructure	1	52,745	5,758
Contingency	1	15,824	1,727
Planning Visit (contact)	2	15,824	1,727
Graduation Visit	3	23,208	2,534
UCT (Tuition & Registration) Fees	4	45,243	4,939
Accommodation, electricity & water	5	86,724	9,468
Subsistence/Per diems	6	90,000	9,825
Medical Aid cover	7	17,800	1,943
Emergency Medical costs	8	6,857	749
Compassionate Travel	9	4,000	437
Visa	10	6,461	705
Repatriation costs	11	6,329	691
Total Research Component		**619,014**	**67,578**
Staff Replacement per fellow		45,800	5,000
Total Fellowship related costs		**664,814**	**72,578**

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[20] This calculation is based on a slightly lower cost of $65k per fellowship as the historical costs, also taking into account different exchange rates, would have been lower.

2.12   Perceptions held by funders and stakeholders concerning the program's shortcoming and successes

The Big report: USHEPIA 1992-2007 provides some success stories from <u>participants.</u>

- Staff development which enhances quality of staff at respective institutions
- Opportunity to pursue postgraduate studies at a space that is home away from home (p11)
- Opportunity to study under the supervision of experts (p.34)
- Personal growth (Goretti Nakabugo p. 10)
- Collaboration with other scholars and networking opportunities (p.12)
- Relationship with and support from supervisors (p.12) and continuance of this relationship even after graduation has led to many tangible benefits (p.34)
- Increase in publication outputs (John Mothibi p.10 and Betty Owor p10)
- Heightened awareness of need to engage in academic activities i.e. seminars, workshops (Dr John Ochora p.11)
- Career advancement (Ramadhani Mlinga p.11)
- Advance the partner university because of better human capacity (p.36)

<u>The supervisors</u> also indicated that they found the process rewarding:

- Exposure to academic environment at partner university (p.31)
- Exchange of ideas in areas of teaching and research (p.31 and p.32)
- Transfer of technical knowledge and skills (p.31+p.32)
- Promoting scientific cooperation (p.32)
- Professional complementarily and mentorship that different supervisors bring to the relationship (p.32)

<u>The Fellows</u> mentioned the following challenges:

- Difficulty of applying skills without supporting structures and clear policy on collaborative research within USHEPIA network (p.33)
- Because mentoring occurred on individual basis there was no platform to continue with collaborative research at home (p.33)

- Fellows not opening up to other researchers within same institution and in the region (p.33)
- Network does not provide for situations where fellow move to another institution
- There is a lack of involvement in future planning: participatory planning at home University and USHEPIA UCT office is perceived to happen top-bottom (p.36)
- More opportunity for Alumni to meet and network (p.36)
- Possibility of using other universities as host sites (not just UCT) (p.36)

The Supervisors mentioned the following challenges
- Tensions between supervisors(p.32)
- Striking a balance between different disciplinary areas(p.32)
- Communication between UCT and home supervisor due to ICT difficulties(p.32)
- Too little joint meetings between the two supervisors due to distance (p.32)
- More South-South projects (p.33)

The Evaluation undertaken by Jeffrey Fine in 2003 covers specific recommendations which cover a range of additional challenges that had been experienced. This includes:
- Clarity on the disposition of the Institutional grant of which some partner universities was not aware of ($5000 of fellowship is supposed to go to home university to facilitate thesis process)
- Fellow stipend not being sufficient to cover living expenses in instances where the fellow is supporting a family.
- Home university secondary supervisor complaining that he/she were not kept informed of student's progress and felt disengaged from research
- More frequent offering of the small grants facility to students to encourage research after completion of thesis
- The issue around a full research PhD as opposed to one containing a formal coursework component
- Changing the network configuration to allow partner universities to fulfil the role UCT has been taking on
- Developing a clear policy on staff development
- Consider broader deployment of network so it can undertake other institutional strengthening activities (i.e. curriculum development, research, publications etc)

List of USHEPiA publications consulted.

- [A Consideration of Current Thinking on Successful International Higher Education Institutions Academic Partnerships, Nan Warner.pdf](#)
- [A unique need in South African Higher Education Institutions-African Academic and Research Linkages,Nan Warner.pdf](#)
- [An African universities partnership Programme -USHEPiA Model, Nan Warner.pdf](#)
- [Cultural Issues related to Higher Education Institutions Administration and Hierarchy-An African Case Study,Nan Warner.pdf](#)
- [Improving the abilities of South African academics to deal with diversity at Home, Nan Warner.pdf](#)
- [International Models for Co-operation with Universities in Africa-USHEPiA as a Model,Carol Ojwang & Nan Warner.pdf](#)
- [Running an African Research Fellowship Programme–How to Benchmark, The UNESCO Pilot African academic exchange programme, Nan Warner & Penny Franz.pdf](#)
- [Staff and academic development -Mid-career Professional development for university staff, Lesley Shackleton & Nan Warner.pdf](#)
- [Study Abroad in Africa- Potential and Problems,Lesley Shackleton & Nan Warner.pdf](#)
- [The Potential offered by Academic Mobility in Africa for Internationalization and Academic Co-operation, Nan Warner.pdf](#)
- [The Successes and Shortcomings of USHEPiA to date - Management Perspectives, Nan Warner.pdf](#)
- [Voices- African Perspectives on Academic Freedom Issues- Scholars @ Risk.pdf](#)

Section 2

Association of African Business Schools (AABS)

SECTION 1: DESIGN OF PARTNERSHIPS[21]

1.1.   Major issues that prompted the initial conception of the program;

Two main considerations motivated the launch of the AABS:

> Brief description to the project:
>
> - Inception 2005 in Lagos
> - Registered as NPO (2007)
> - Aims to promote excellence in business and management education in Africa by supporting graduate business schools through capacity building, collaboration and quality improvement
> - Funding comes from membership fees, sponsorships and IFC
> - Main administration based at GIBBS

- The need to develop the private sector by training current and future leaders in their home markets[22]
- At a higher level the need to build effective business schools in order to improve the practice of management in African organisations and to enhance the relevance and contribution of business schools to policy debate on African development research and policy development.

As far as the first is concerned, the following more detailed description for the need/ demand for such an initiative is given on the programme website:

- Firms, as well as public and non-profit organizations operating and investing in Africa, face a shortage of skilled local managers. This shortage of competent local managers to build and lead local private and public sector organizations hinders economic growth and impedes poverty reduction on the continent. To address this problem, schools of professional management education and workforce training are essential to providing education and capacity building on a sustainable basis.
- Local business schools in Africa are limited in their capacity to deliver high quality managers to local firms. In a recent IFC study[23], a significant number of local managers

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[21] Background page of USHEPiA website unless indicated otherwise: http://web.uct.ac.za/misc/iapo/ushepia/bg.htm

[22] AABS Overview: http://www.aabschools.com/page/about_us/overview.html

reported that business school graduates were not fully satisfying their needs. The study revealed that while management programs in each country had their own unique deficiencies, a number of common deficiencies crossed borders including: institutional leadership challenges (especially in public university contexts), faculty training and skills, financial sustainability, access to local teaching materials and integration with local business communities. Nonetheless, a number of leading business schools are individually striving in difficult market conditions to create sustainable programs and operations.

Against this background it is argued that: "Establishing a continent-wide business school association will enhance the realization of African business school relevance, sustainability, and effectiveness. In the short-term, it will lead to exchange of faculty and students and greater integration between the business schools and the business community. In the long-term, an association will form the basis for extended institution-building activities. Networking, sharing of best practices and implementation of quality standards will impel management education to a higher level and fill capacity shortages in the private and public sectors.

An association will also provide business schools a collective voice to articulate their critical role in the development debate. Business schools in Africa can and should be centers of excellence for research and policy formulation on the role of the private sector, leadership, and entrepreneurship in development as well as partners in implementation of related efforts.

Once functional, AABS would provide African business schools the opportunity to work collectively on critical initiatives to enhance management, leadership, and entrepreneurship education in Africa. Some of the benefits derived from the association will include, but not be limited to: faculty and student exchanges; in-depth cooperative efforts, academic collaborations and broader alliances beyond single activities; access to additional resources; benchmarking and access to tools for self-assessment; greater internationalization and regionalization; deepening and strengthening of relationships with key stakeholders in the education community and local governments; stronger links and relevance to the business community; integrated approaches toward staff upgrading, development, and retention; and improved faculty management and specialization".

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[23] The "IFC MBA Survey: How Developing Country Firms Rate Local Business School Training" available at www.ifc.org/gbsn

1.2   Roles and contributions of the different partners in conceptualising the program;

In March 2005, IFC's Global Business School Network (GBSN) and the Ghana Institute of Management and Public Administration (GIMPA) hosted a three-day meeting in Accra, Ghana of African business school deans and directors. In addition to discussing a wide range of issues and challenges surrounding business education in Africa, the major action item that came out of the meeting was to establish an Association of African Business Schools. The purpose of the association, as discussed in the meeting, would be to allow African business schools to cooperate on activities that promote excellence in business and management education through capacity building, collaboration, and quality improvement.

The Accra meeting resulted in: a) a recommendation that a study of other emerging market regional business schools associations be conducted to inform the development of an African association; b) formation of a steering committee charged with developing a draft business plan and charter for the proposed association; and c) an agreement that the business school deans and directors in attendance at the Accra meeting would reconvene later in the year to review the findings and recommendations of the steering committee.

Following the Accra meeting, a study, sponsored by IFC's GBSN, was conducted by the European Foundation for Management Development (EMFD) to review the models and experience of other emerging market regional business school associations. The steering committee appointed in Accra then met in Dakar, Senegal in June to discuss initial plans and development of the draft business plan and charter for the proposed association.

Hosted by the Institut Supérieur de Management (ISM) for the two-day meeting in Dakar, the steering committee discussed the mission, possible activities, and potential operational arrangements of an Association of African Business Schools and the next steps in the process. The committee reviewed the outcomes and ideas proposed at the Accra meeting as well as a subsequent workshop for business school deans held in Johannesburg in May as part of the "Teaching the Practice of Management Workshop" offered by the Gordon Institute of Business Science and Lagos Business School. The steering committee reviewed the status of existing

regional networks of African business schools and related initiatives as well as the EFMD report on other regional business school associations.

The business plan reflects the recommendations of the steering committee and seeks to outline the purpose, operations, activities, finances, membership criteria, governance structure and strategic vision for the proposed Association of African Business Schools ('AABS').

1.3   The influence exerted by the intellectual "driver(s)" of the program;

From the available information it seems that the initiative for this venture originated with the International Finance Corporation's Global Business School Network (GBSN). The IFC is the private sector arm of the World Bank Group and through its GBSN promotes the enhancement of management skills in emerging markets by partnering with business schools to build local capacity for management training. The first workshop was subsequently held at the Lekki campus of the Pan-African University and co-hosted by the Lagos Business School (Nigeria) and the Gordon Institute of Business Science (South Africa) in March 2005. One of the other international participants at this founding meeting was the Indian Institute of Management at Ahmedabad which shared its experiences in developing a "globalizing MBA programme in an emerging economy".

As far as prior consultations are concerned, a workshop had been held in South Africa in 2003 prior to the founding meeting in Lagos.

1.4 The process and mechanisms used to articulate the interests of various stakeholders of interest to the program; and

An initial workshop was held in South Africa, followed by a meeting with Deans and Directors and Lagos. The establishment of AABS happened at a separate meeting

1.5 Decision making process for determining the envisaged governance and managerial arrangements, financing strategy, and modalities for collaborations among the partnering organisations.

Our review showed that the Association is primarily managed and administered through an office at GIBS in Johannesburg.

SECTION 2: INCEPTION OF PARTNERSHIPS

Partnership organisations[24]

The following are the member schools of the AABS:
- Gordon Institute of Business Science, South Africa
- Ghana Institute of Management and Public Administration, Ghana
- Institut Africain de Management, Senegal
- Insitut Suprerieur de Management, Senegal
- Lagos Business School, Nigeria
- Obafemi Awolowo University, Nigeria.
- University of Cape Town, Graduate School of Business, South Africa
- Unisa Graduate School of Business Leaders, South Africa
- University of Dar es Salaam Faculty of Commerce and Management, Tanzania
- University of Nairobi School of Business, Kenya
- University of Stellenbosch Business School, South Africa
- United States International University, Kenya
- Catholic University of East Africa, Kenya
- Turfloop Graduate School of leadership, South Africa
- Strathmore Business School, Kenya*[25]
- University of Botswana, Botswana*
- Wits Business School, South Africa*

In addition, the following organisations are listed as Partners of the AABS on its website:

Partners[26]
- Principles for Responsible Management Education (PRME)
- ECCH, the case for learning
- Global Business School Network (GBSN)

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[24] Referred to as member schools
[25] *schools joined during 2007
[26] Partnerships are formed to assist in executing the activities

- South African Business Schools Association (SABSA)
- SADCNet

2.1.   Programme structure and activities

The Association undertakes a number of activities, including:
- The organisation of a high level workshop for faculty development entitled "Teaching the Practice of Management (TPM)". Teaching the Practice of Management is in its sixth year with over 300 participants who have completed the course to date. Planning for TPM 6 is underway, which will take place in South Africa, Johannesburg in June 2010.
- Several workshops for deans of member schools focusing on governance, quality assurance, international accreditation, business school management, teaching case development
- Assistance for member schools in attaining international accreditation
- An African Deans study visit to leading business schools in the UK, France and USA in 2007 and an Africa MBA Directors study visit to leading business schools in the UK and Europe in 2008. Planning is underway for a Deans study visit East in February 2009.
- Knowledge sharing through visits by deans of leading international business schools to AABS member schools
- Sending AABS representatives to international forums, particularly those of international accrediting bodies allowing Africa to take its place in the global business school community.
- The second "Research and the Practice of Management 2" a high level workshop for faculty focusing on researching effective management in Africa will take place in May 2010 in Tanzania.

Supporting activities include:
- *Contact and faculty database* to promote communication among members and African faculty;
- *Website and newsletter* to maintain communication with members on association activities;
- *Database of African case studies and journals of management* to promote African content in the classroom and to showcase research opportunities;

- *Discussion with case clearinghouses* and similar organizations to promote full access to and fair pricing of course and research materials for all members;
- *Workshops for deans* on business school management and faculty development (a first workshop has already been run on case method teaching);
- *Bilateral dean's visits* to promote exchange of ideas and institutional collaborations;
- *Regional faculty exchanges* coordinated and promoted by the association but supported on voluntary basis by participating institutions;
- *A survey* of members' needs to ensure that the association's priorities meet members' institutional priorities.
- *Initial communication and outreach* to governments, business community, and donors on the establishment, goals and purpose of the association.
- *Investigate linkages* with and resources of other organizations such as AERC, Association of Vice-Chancellors of African Universities, other associations and accreditation agencies.

2.2. The governance and management structures in terms of decision making procedures, intellectual and operational leadership, and accountability

Overall oversight of the activities of the organisation is vested in the Governing Board elected from among member schools. The board has delegated the day to day management activities to an AABS Secretariat based at GIBS in Johannesburg. The secretariat is led by AABS Programme Director (Sarah Tinsley). An advisory board was instituted in 2009. This is covered under Section 3 as it is four years after inception of the programme.

Charter of the Governing Board[27]

Article 7: Governing Board

7.1 The Association shall elect a Chairperson and a Governing Board comprised of a total of five Board members, including the Chairperson, who will be selected and voted upon at the Association's Annual Meeting.

7.2 All Governing Board members will be individually elected and must hold the title of Dean or equivalent at the time of appointment.

7.3 There shall be no more than one member of the Governing Board per country.

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[27] Source: http://www.aabschools.com/page/about_us/charter.html

7.4 There shall be a two-year term for each Governing Board member, including the Chairperson, which will be staggered as appropriate to allow for institutional continuity. Members can be re-elected for a second term of office but will be limited to two consecutive terms of office.

7.5 The Chairperson of the Board shall provide leadership, act as a spokesperson, and oversee the secretariat. The past-Chairperson shall remain on the Board for a select period of time to provide for continuity.

7.6 The Governing Board shall select a Secretary-Treasurer who shall: make available to the membership at the Annual Meeting a report of the financial operations for the preceding year; submit to the Governing Board at its meetings and at other times as requested a statement showing the relation of income and expenditures to the budget for the fiscal year; and make available to the membership the minutes of the Association's Annual Meeting which will be kept at the registered offices of the Association at the disposal of members.

7.7 Duties of the Governing Board shall include:

7.7.1 Administering the affairs of the Association;

7.7.2 Representing the Association publicly;

7.7.3 Being accountable to the Association and reporting on its activities at the Association's meetings;

7.7.4 Executing resolutions taken at the Association's meetings;

7.7.5 Receiving funds and making payments on behalf of the Association;

7.7.6 Maintaining a bank account at a registered commercial bank. All monies received shall be paid into this account and all payments shall be authorized by such members of the Governing Board as may be so empowered from time to time by the Association, in particular the Secretary-Treasurer, and solely in accordance with authorizing resolutions passed by the Association;

7.7.7 Undertaking proper accounting and financial recording of the Association's revenue, expenditure and financial position, which shall be audited at the end of each financial year.

Article 8: Secretariat

8.1 The secretariat will be seated at the school of the Board Chairperson or at the registered offices of the Association.

8.2 The secretariat will report to the Governing Board and will operate under procedures as determined by the Governing Board.

8.3 Duties of the secretariat will include: maintaining Association records; coordinating communications and membership processes; organizing annual meetings; and other duties as determined by the Governing Board.

Article 9: Committees

9.1 Committees will be formed as needed based on specific Association activities.

Article 10: Association Meetings

10.1 The Governing Board shall announce the time and place of the Annual Meeting. Announcement of such time and place for subsequent meeting shall be made to the membership at each Annual Meeting.

10.2 The Chairperson shall call a meeting of the Association if the Governing Board so directs or if requested by at least half of the full institutional members of the Association.

10.3 At least 45 days' notice (by written or electronic means) of the time and place of a meeting of the Association and the agenda shall be given to all categories of members.

10.4 The Chairperson of the Board shall preside during Association meetings, and in his/her absence, members present shall nominate one person to chair the meeting.

10.5 Twenty-five (25%) of members shall constitute a quorum at meetings of the Association. Should a quorum not be present, the meeting shall be adjourned for 45 days, on notice to all members, and the members present at the adjourned meeting shall constitute the quorum.

10.6 Resolutions of a meeting of the Association are passed by a majority of the full members of the Association attending the meeting.

10.7 Voting will be by a show of hands unless at least five members present demand a vote by secret ballot.

10.8 When the Chairperson deems it expedient, he/she may lay any proposal before all members by written or electronic means with a response date from members not being more than 45 days after the date the communication has been dispatched. If at least one half of the members express itself in favor of the proposal by the return date, the proposal shall be deemed to be a resolution of the Association.

10.9 The Association's resolutions shall bind all members of the Association.

Article 11: Meetings of the Governing Board

11.1 The Governing Board shall meet at the same place as the annual meeting of the Association immediately before the Annual meeting and at least one other time per year.

11.2 The Chairperson shall call a meeting of the Governing Board when requested by at least two members of the Board and shall give notice (by written or electronic means) of the time and place of a meeting and the agenda to Board members.

11.3 Three out of five members shall constitute a quorum at meetings of the Governing Board.

11.4 Members of the Governing Board may participate in meetings by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other.

Article 12: Finances of the Association

12.1 The financial year of the Association shall end on December 31st of each year.

12.2 An annual dues schedule for members shall be recommended by the Governing Board and approved by the voting membership. Members will vote on changes in dues at the Annual Meeting.

12.3 The financial liability of a member is limited to the unpaid portion of its membership fees for any given financial year.

12.4 Duties of the Governing Board, Chairperson, and Secretary-Treasurer with respect to finances of the Association are to be carried out as elaborated under Article 6.

12.5 The Association shall appoint independent outside auditors at the Annual Meeting; such auditors may be honorary.

Article 13: Amendments and Revisions

13.1 This Charter may be amended by a two-thirds majority of total number of members voting at the Annual Meeting.

13.2 Proposals to modify or review this Charter shall be submitted in writing to the Governing Board at least two months before the opening of the meeting at which they are to be considered. Copies of these proposals shall be sent by registered or electronic mail to member institutions at least 45 days before the opening of the meeting.

13.3 Any modification or revision of this Charter shall bear the date when the modification or revision is to become effective.

Article 14: Dispute Resolution Clause

In the event that a dispute arises between the members of AABS or between AABS and any of its members in relation to the interpretation or application of the charter, such dispute will be determined

in and governed by the laws of the country where the presidency of AABS resides at the time when the dispute is prosecuted.

Article 15: Dissolution

15.1 The Association may be dissolved by a decision of two-thirds of its members who have paid their annual dues for the preceding year. In the event of dissolution, the assets of the Association, after paying or making provision for the payment of all liabilities, shall be distributed according to a mechanism appropriate to the domain in which it is registered.

The Governing Board is required to meet at least twice a year to consider and future activities of the organization. Since the inception of AABS in Lagos on the 13th of October 2005 it has held 9 meetings.

Internal governing structures

Based on a review of international best practices provided by EFMD, the following arrangements are suggested to help the association operate effectively:

- *Annual Meeting.* The full membership (of deans/directors representing their member institutions) will meet at an annual meeting to select a Governing Board and review major policy decisions, including the business plan, as recommended by the Board. Initially, all founding participants from the Accra meeting will be invited to a meeting and those present will vote on the charter, Chairperson and Governing Board. Once a membership process has been agreed, only full members will be allowed to vote while associate members will be encouraged to participate in the meeting and program activities.

- *Chairperson.* Every second year, a Chairperson will be nominated and elected by a vote of full members at the annual general meeting. The Chairperson will chair Board meetings and act as a spokesperson for the Board and the association. The Chairperson will be selected for a two-year term. The Chairperson will be expected to provide leadership and vision for AABS. The founding Chairperson will also be expected to commit significant time and resources during the start-up phase when secretariat support will be minimal.

- *Governing Board.* A Governing Board of five members, including the Chairperson, will be nominated and elected by a vote of full members at the annual general meeting. The Governing Board will be responsible for overseeing the secretariat and all related program and financial matters. Initially, the Governing Board's focus will be screening and accepting members, initiating program activities and financial planning, including initial fundraising as needed. All Board members will be individually appointed and must

hold the title of dean or equivalent at the time of appointment. Moreover, there shall be no more than one member of the Board per country. There will be a two-year term for each governing Board member that will be staggered to allow for institutional continuity. The Governing Board will meet at least twice per year.

- *Secretary-Treasurer.* The Governing Board shall select one member to act as a Secretary-Treasurer who will: make available to the membership at the Annual Meeting a report of the financial operations for the preceding year; submit to the Governing Board at its meetings and at other times as requested a statement showing the relation of income and expenditures to the budget for the fiscal year; and make available to the membership the minutes of the Association's Annual Meeting which will be kept at the registered offices of the Association at the disposal of members.

- *Secretariat.* Initially, the association will aim to operate with minimal operating expenses. Therefore, the secretariat will be seated at the school of the Board Chairperson. It is envisioned that in the first 6-18 months, the secretariat could operate with a part-time assistant to coordinate communications, membership processes, and the annual meeting. The secretariat may expand as necessary, to include for example a program manager or secretary-general, as the association develops.

2.3   Sources of financing (donors, governments, partnering organizations);

The AABS was initially supported by the International Finance Corporation through Global Business School Network Program. Also see Annual report page 7 for extract from financial statements[28]

Currently the Association is funded through the membership fees: Membership schools ($3000 pa) and Pipeline schools ($2500 pa). In addition sponsorship for specific events also provides an income.

2.4 Roles and responsibilities of partnering universities directing and managing the programme

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[28] AABS Brochure: http://www.aabschools.com/download/1

The administrative offices are based at GIBS in Johannesburg. Meetings are convened annually and take place at different member sits (Lagos, Jhb and Kenya thus far)[29]

There are different criteria for full membership vs. pipeline schools. The latter refers to schools that do not meet the full criteria but do aspire to become full members over 3 year period

Criteria for full AABS Membership 2010[30]

A Business Schools is eligible for membership if it is an Africa - based business school that meets all the non negotiable criteria and satisfies the committee in respect of the other criteria. Negotiable criteria may be interpreted flexibly and as a whole, to meet the spirit of the requirement rather than the letter.

Schools which do not yet meet one of the negotiable criteria may provisionally be admitted to full membership if they submit a plan to meet the requirements within not more than two years.

Staff
- Applicants must have a minimum of 12 permanent resident full-time faculty members, with relevant postgraduate degrees or qualifications. (Non Negotiable criteria) *
- At least six permanent full time faculty members must have Doctoral Degrees. (Non Negotiable criteria)*
- Applicants must demonstrate a sustainable staff development programme by providing a document describing faculty development.

Intellectual Contributions:
- Each institution must have an output of two points per full time faculty equivalent during the three preceding years. Points to be calculated as: book - 2 points, refereed article - 2 points, case study or practitioner article - 1 point, chapter in a book - 1 point and conference paper – 1 point.

Teaching:
- Applicants must have at least 500 hours classroom time in the MBA or equivalent Masters Programme. (Non Negotiable criteria)*

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[29] Source: annual report
[30] This criteria was revisited in 2008 and constitute the new set

- Applicants must provide a document describing their teaching methods, illustrating the use of participative learning, for example through the use of case studies, syndicate groups, action learning and projects.
- Applicants must demonstrate that materials and cases include local and African market content.

Executive Education:

5.1 Applicants must provide at least 40 days of executive education per year. (Non Negotiable criteria) *

5.2 The Executive Education fee should be no less than $100 per day per participant.

Quality assurance

Applicants must demonstrate the use of an independent quality assurance system on the MBA programme, such as a national accreditation body, external examiners or another quality controlling body. (Non Negotiable criteria)

Association's website

All Faculty Members from Schools applying for AABS Membership must register on the Association's website.

AABS members for 2010:

- Join the AABS network
- Are listed as AABS members on the AABS website and in AABS correspondence
- Will receive a visit from a Mentor (from the AABS Advisory board, AABS Board, or an AABS consultant) for a 3 day period once every three years.
- Are encouraged to host any AABS meetings or events
- Can display the AABS logo on their correspondence, website and school.
- Attend AABS workshops and meetings at discounted rates

Criteria for AABS Pipeline Schools 2010

Schools that do not yet meet all the non negotiable criteria for AABS but would like to aspire to meet those criteria in the next three years can join AABS as "AABS Pipeline Schools".

AABS pipeline school applicants would:

- Join the AABS network
- Would be eligible to attend the Annual AABS Members Conference

- Will be assigned a Mentor (from the AABS Advisory board, AABS board or an AABS consultant) for a year period (which could be extended if needed). The mentor will visit the school for three days once during the year, they will also be available for email and telephonic contact and support during the year.
- Be able to join AABS Workshops at discounted AABS member rates.
- Receive AABS peer visits

AABS pipeline school for 2010 would need to:
- Submit an online application form
- Meet at least 2 of the five non negotiable criteria
- Must offer an MBA or equivalent Masters programme
- Pay an annual "potential applicant fee" of $2 500 per year
- Need to aspire to meet the AABS non negotiable criteria within a period of three years.
- Applications to be an AABS pipeline school can be submitted at any stage.

The annual fee for an AABS Pipeline School is $2500

UPDATED MEMBERSHIP CRITERIA

As part of the process of that AABS member schools are at the forefront of raising the standards of management education in Africa, in 2008 the Governing Board approved the following revisions to the membership criteria for the organization:

1. Staff should have a relevant postgraduate degree or relevant qualification
2. Members should have a minimum of 12 full time faculty, of which 6 have a PhD
3. Demonstrated sustainable staff development: members will need to provide a document stating what they are doing to develop their faculty
4. MBA teaching hours will be increased from 400 – 500 hours. 25% increase
5. MBA Minimum fee to be increased to $3 000
6. 40 teaching days of executive education with a minimum fee of $100 per day
7. Refereed journal article: 1 article per full time faculty equivalent over 3 years
8. Teaching methods: Schools will need a document describing their use of Participative learning such as case studies, syndicate groups, action learning, projects
9. Demonstrate that materials and cases include local and African market content
10. Quality Assurance: demonstrate use of an independent quality assurance system on the MBA program e.g. national accreditation body, external examiners, quality controlling body, etc.
11. For continued membership all new members must register on the AABS website.

New applicants for membership will be required to meet the revised criteria while existing members have until December 2009 to show that they are in compliance.

2.5 Institutional, leadership and operational challenges observed during the first three years of implementation and measures taken to address them;

- Heavy bureaucracy in African countries
- Selecting the right faculties to become involved in the project (have set up a database of non African faculty to address this problem)[31]

2.6 Perceptions concerning the success and failure of the program held by the partners, the funders and others.

The following successes are mentioned on the Association's website:

> One of the successful projects we've run was to bring together faculty from around the continent to work together to spend a week teaching and sharing case studies and developing the business school method. Much of the business education in Africa tends to be fairly traditional in its delivery. The sort of postgraduate, post experience, interactive case-based method is not used as extensively as it could be.

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[31] Source: http://www.aabschools.com/presses/5.pdf

We've been working with business schools like Harvard and INSEAD to bring their faculty to Africa and then pull together 60 to 80 faculty from 15 business schools at a time to spend a week working together on teaching the practice. One of the very big issues for us is assuring that we have the right faculty and the combination of academic and practical exposure.

One of the challenges for Africa is that a large number of African professionals don't live on the continent. These things will change when they're ready to change. For many professionals, the U.S. offers a much more beneficial environment for research and teaching. I think one of Africa's biggest exports is intellectual capital. I argue that the developed economies are benefiting enormously from the education systems of Africa.

Leadership is the critical resource of Africa, whether it's government or business or NGOs. It's very unfortunate that so many people leave Africa. I never criticize them for going because it's their right to do so. But it's very unfortunate that we train doctors and engineers with a good education and then they move elsewhere.

What we're trying to do is build a network of those who may not live in their country of origin and re-involve them in African projects. I think that will be very successful. They want to make a contribution. We've already seen that happen in India.

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3) MEDIUM TERM STAGE

3.1. Arrangements for the documentation and application of experiential knowledge (lessons learned)

i)   Source 1: Annual Report

*AABS encourages the **development and sharing of locally relevant case studies and other teaching materials** for participant-led learning. As part of this endeavor the board has approved a Case Study competition where faculty members from member schools submit locally-developed case studies to a committee selected by the board. The AABS website also has a provision for members to submit case studies that they would like to make available (for free or at a fee) to other organizations.*

The database shows the details of the case study and the abstract. To order the case study you will need to contact the institution or case clearing house listed alongside the case study.

Many of the cases are housed at the <u>ecch</u> with whom we are in partnership with. Fees will vary depending on the case, where it originated, what it is to be used for, the number of students using it and whether you are a member of that institution. Each institution will be able to provide a guideline as to the costs involved

ii) Source: website

- Hosting of conferences
    - African International Business and Management Conference: Knowledge and
    - Innovation Leadership for Competitiveness
    - 18th CEEMAN Annual Conference
    - EFMD Joint Africa Conference
    - AABS Members Meeting and Conference April 2011
- Organising seminars
    - Info on previous seminars can be obtained from our newsletters
- Issuing newsletters that gives feedback on workshops/ events
- Virtual Forum on website

iii) Source: AABS 2010 Meetings and peer visits

The theme we are looking at is What Can Africa Teach The World? The conference would be made up of an academic component with a presentation of papers, RPM which would be the learning and supervision around the research component and a practitioners component which would combine an African Faculty member with a visiting faculty member to review unfolding events and disciplines regarding the theme in Africa

3.2. Issues associated with accommodating **new partners**;

Membership structure so continuously has new members joining. Did not pick up any issues with accommodating new partners

i) Three new projects were identified for 2009

At the Board meeting in May 2007 the board identified three new projects that AABS would like to introduce in 2009 including: a benchmark for management education in Africa, a faculty

training program focusing on research in the practice of management in an African context (RPM), as well as a training course for program managers at business schools.

Business Plan sets out different activities for later phases

More resource-intensive but high impact activities may be deferred until sufficient funding sources can be mobilized, either directly from members or from fund-raising activities. Once the association has been established and demonstrated its capabilities, the governing board will propose a detailed plan for funding and implementing additional activities. As part of this planning process, the association will survey members to identify the highest priority needs.

These activities could include:

Leadership

Additional workshops for deans. Topics may include: executive education programs; fundraising; marketing, branding and public relations; development and management of research;

Student exchanges to promote intra-African networking and knowledge-sharing at the student level;

Faculty

Function-specific and research methodology seminars for faculty to promote knowledge dissemination, higher standards of research and research collaborations across the continent;

International faculty exchanges to expose faculty to global best practices through visits/internships to international businesses and visits from international scholars to African business schools;

Knowledge

Creating a research network modelled on the African Economic Research Consortium (AERC) for supporting business research and case development;

Hosting African research conferences to showcase and promote African research output;

Quality

Curriculum harmonization program such that member schools are teaching curriculum and courses covering standard topics and using similar levels of materials and teaching approaches;

Creating a regional accreditation process to implement quality standards for African business schools;

Interfacing with international accreditation agencies on international accreditation processes to ensure that African business schools are making progress toward appropriate international quality standards;

Advocacy

Lobbying governments, universities and ministries of education on accreditation standards and activities and for appropriate independence of business schools from university structures.

3.5. Rationale and arrangements for **modifications** of the program's governance, management and financing arrangements;

i) ***Source 1: Website***

Since January 2009 (note: 4 years after inception of programme) an Advisory Board has been put in place to help:

- Promote the aims, objectives and funding of the Association
- To assist in the development of the Association's mission and strategy
- To advise the Association in respect of its programmes

AABS Advisory Board members include:

- Prof Debora Spar: Barnard College President
- Mr Guy Pfeffermann: Founder and CEO GBSN
- Prof Landis Gabel: Emeritus Professor of Economics and Management, INSEAD
- Baroness Lynda Chalker: Founder and Chairman of Africa Matters
- Prof Michael Hay: Faculty London Business School
- Sir Sam Jonah: Executive Chairman of Jonah Capital

3.6. Challenges faced in program **leadership** including succession;

i) ***Source: Annual Report*** *(note: no challenges mentioned)*
Prof Nick Binedell served as the first Chair of the Governing Board until December 2007 when he was replaced by Prof Erasmus Kaijage with effect from January 2008. Prof Binedell will continue to serve on the board as a member until June 2008 when he will retire. Mr Frank Horwitz and Mr Juan Elegido joined the board in January 2008.

Ms Sarah Tinsley has joined the secretariat as the AABS Program Manager (Seems to be around 2007/2008 as this was communicated in Annual report)

ii) *Source 2009 Annual report*

Extract from Annual report indicates change in leadership but no specific challenges mentioned:

It has been my pleasure to serve as the second AABS Chairperson for the last two years between 2008 and 2009 albeit under very difficult circumstances, as I had just moved to a new business school which was not a member of AABS. During the period, I literally had no institutional support and my travelling to attend AABS activities was very much curtailed. My thanks to a competent Secretariat and the full co-operation of the Governing Board members, all of whom were instrumental in keeping AABS afloat. I am also consoled by the fact that I managed to put the School where I was (School of Finance and Banking, Kigali) on a path towards qualifying for AABS membership.

At the beginning of the year I smoothly handed over the helm of AABS to Jonathan, who is also the Executive Director of the Gordon Institute of Business Science (GIBS) of the University of Pretoria, South Africa. Let me congratulate Jonathan Cook, for being unanimously elected to become the third AABS Chairperson for the period 2010 – 2011. Jonathan has worked closely with me and with the first Chairperson, Prof Nick Binedell and, indeed, he was the brain behind our leadership. Jonathan is a very highly focused person, with a very long-sighted vision for AABS. All that Jonathan needs is full support from the members to enable him to steer the Association to higher heights. Best wishes, Jonathan.

3.7. Changing perceptions held by partners regarding ownership of the program and its benefits;

3.8. Perceptions held by funders and stakeholders concerning the **program's shortcoming and successes**; and

i) *Source 1: 2009 Annual Report*

Several factors have contributed to AABS' success, and these include a strong and devoted founding team, the generous financial support from the IFC and a good anchoring member institution – GIBS – which has remained the home of AABS. Other factors include the timing of the launching of the Association when its real need was so evident. The activities AABS has engaged itself in ab initio have added a lot of value and earned credibility for the Association.

Last but not least, AABS has had a very capable, competent and dedicated Secretariat that has tirelessly made all the above happen.

As AABS continues to record success, it is also facing challenges. Funding by IFC has just ended. The Association has to create sources of sustainable funding of its activities. As activities of the Association are increasing, the Secretariat has been strengthened to be able to cope with the increased demand on its services. We need to think very critically as to how we shall make AABS stronger, where our strategic focus should be, at what rate the Association should grow, our strategies for fundraising and the strategic partnerships which need to be strengthened.

AABS continues to face problems of being financially self-sustaining in terms of funding its major operational and strategic activities. The next biggest challenge facing AABS is how to increase membership and make the Association a real representative of African Business Schools. Currently, AABS membership is yet to be spread evenly across the continent. More efforts need to be made to capture more of the business schools in the francophone part of Africa as well as business schools in the northern part of the continent. This will only be possible if AABS can demonstrate it is adding value to its members.

AND

Finally, I am searching for a way in which business schools might grow to play a more significant role in identifying and dealing with the obstacles that prevent business thriving in Africa and identifying and opening up new opportunities for growth. We have not yet worked out quite how to do this, but I am sure that it will include getting a whole lot closer to our major partners – the business communities in our countries, governments, development agencies and continent-wide bodies that have similar dreams to ours. I think AABS could serve to generate a growing sense of urgency and creativity in what we do. Our business school community in Africa includes some real gems; but on the whole we are too few, too small, too passive and too trapped in the internal battle to survive institutionally.

ii)   *Source: 2009 Annual report*
Quotes from participants in the Teaching the Practice of Management programme:

Consultants to visit AABS Member schools

Success story of the Faculty of Business, University of Botswana:

University of Botswana's strategic plan emphasised the importance of strengthening engagement with the community by developing enterprise through knowledge engagement and transfer. The strategic plan also recommended that this had to be achieved by the establishment of a Graduate School of Business in the University of Botswana.

One of the activities of the AABS during 2009 was to provide expert assistance to member schools in capacity building and graduate business school development. University of Botswana was fortunate to benefit from this assistance and a consultant was assigned the task of developing a proposal to establish a Graduate School of Business in the University of Botswana under the Faculty of Business. Prof Michael A. Diamond of University of Southern California, Marshall School of Business was sponsored by AABS to undertake this exercise. He visited the University of Botswana in July 2009 and conducted a series of discussions with both internal and external stakeholders of the University with a view to evaluate options related to the future of business education and research at the University of Botswana and to examine options for the University to consider with regard to the establishment of a Graduate School of Business. In particular, the consultant was expected to look at how the Faculty of Business through a Graduate School of Business could expand its graduate programmes and executive education, deliver a more research-intensive mission and become a regional centre for excellence in business education, research and engagement with industry. Prof Diamond's report was well received by all stakeholders and the Faculty of Business prepared a final document based on the consultant's report for the establishment of UB Graduate School of Business. The proposal was finally approved by the UB Council on 5 March 2010. The UB Graduate School of Business will commence its formal operation effective from 1 April 2011.

Section 3

LLM in Human Rights and Democratisation

SECTION 1: DESIGN OF PARTNERSHIPS[32]

1.1. Major issues that prompted initial conception of the program;

The programme was conceived in direct response to a similar initiative that had already existed and funded by the European Union.

> Brief description to the project:
>
> - Programme launched in 2000
> - The LLM academic programme provides training by Human Right experts in the field, the opportunity to study at partner universities, internship possibilities and more
> - Main administration is based at Centre for Human Rights at the University of Pretoria

Because of existing networks at the time, the Director for the Centre for Human Rights at the University of Pretoria, Prof. Christoff Heyns, subsequently put a proposal together and motivated for funding for a similar initiative in Africa in order to address the following needs:

- The need to provide a firm academic and practical training in standards, institutions and mechanisms for the protection and promotion of human rights and democracy;
- To create a regional network of lawyers specialised in human rights and democracy
- Need to reverse brain drain
- Create Centres and networks of Excellence
- Regional cooperation and integration

1.2 Roles and contributions of the different partners in conceptualising the program;

Organisational level

The partnership commenced in 2000 with the Centre for Human Rights at University of Pretoria, the University of the Western Cape, Makerere University and the University of Ghana as its founding members. As stated, the programme was modelled after the European Union's Master Programme in Human Rights (based in Venice). The main elements of model are:

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[32] Background page of USHEPiA website unless indicated otherwise:
http://web.uct.ac.za/misc/iapo/ushepia/bg.htm

- Students that are academically sound and who have the potential effect change are selected
- Universities: all students spend the first semester at UP. The second semester is split between the partners (4-5 students per partner)
- Partner universities are selected strategically. These need to be leading universities with established human right identities and should also be regionally and linguistically representative

The programme is based on the European Union's model as evident in the first European Master and Human Rights Democratisation programme. The role of Prof. Christof Heyns warrants mention here. He conceptualised this programme through consultations with various people and through his general knowledge around regional programmes. The UP had a slight advantage in that they were aware of the EU's plans to submit a Call for Proposal for the expansion of this model. EU accepted UP's proposal and then the Africa programme was developed. It was therefore not EUs prerogative to specifically fund an Africa-based programme.

Thirty law graduates, most of them with experience in human rights or a related field, are admitted to the programme each year. Only students from African countries are eligible (although extending the programme to accept students from outside Africa is under consideration). An undergraduate law degree is required.

The programme is advertised through a poster and a brochure, which is sent out to law faculties in Africa, the embassies of all African countries in Pretoria and South African embassies in other African countries. The programme is also advertised through advertisements in newspapers and journals and on the BBC World Service. Increasingly the most effective method of reaching new applicants for the programme is through word of mouth.

The programme is also advertised and potential students are interviewed at the annual African Human Rights Moot Court Competition, organised by the Centre for Human Rights. The majority of law faculties on the continent participate in this simulation of a human rights court case every year, by sending two students and the faculty member who teaches human rights law.

1.3   Decision making process for determining the envisaged governance and managerial arrangements, financing strategy, and modalities for collaborations among the partnering organisations.

From the interviews conducted it is clear that UP is the lead agency where funding is managed from the LLM Office. Partner universities' inclusion depends on the following:
- They must have co-hosted the Moot competition with UP
- The existence of a Human Rights Centre or programme

The MOU is signed annually with each partner organisation. In the MOU the partner universities commit themselves to[33]:
- providing teaching staff in the first and second semester of the programme;
- acceptance of students on an equitable basis for the second semester;
- providing education related to the overall subject of the course, and the opportunity to pursue specialised research;
- participation in the Council of Directors; and co-operation in reporting to funders

SECTION 2: INCEPTION OF PARTNERSHIPS

List of Partnership organisations[34]
- University of Pretoria (Centre for Human Rights)
- Université d'Abomey-Calavi (Benin) (Faculty of Law)
- Addis Ababa University (Ethiopia) (Faculty of Law)
- American University in Cairo (Egypt) (Faculty of Law) since 2003
- Catholic University of Central Africa (Cameroon) (Faculty of Law) since 2002
- Universidade Eduardo Mondlane (Mozambique) (Faculty of Law) since 2004
- Université Gaston Berger de Saint Louis (Senegal) (Faculty of Law)
- University of Ghana (Ghana) (Faculty of Law) since 2000
- University of Lagos (Nigeria) (Faculty of Law)
- University of Mauritius (Faculty of Law)

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[33]Student Guide: http://www.chr.up.ac.za/images/files/academic/llm1/2010/llm_hrda_2010_student_guide.pdf
[34] Source: About the LLM: http://www.chr.up.ac.za/index.php/academic/llm-human-rights.html

- Makerere University (Uganda) (Faculty of Law) since 2000
- University of Western Cape (Faculty of Law) since 2000

From the interviews conducted: the University of Lagos and Université d'Abomey-Calavi, although on the list, are not recognised by EU as partners because they have not submitted the necessary documents on time. Lagos however hosted the Moot last year and the Université d'Abomey-Calavi will be hosting it this year.

2.1. Programme structure and activities

The programme mixes theoretical study with practical application. Particular attention is paid to human rights and democratisation as seen from an African perspective. Details regarding the first semester, the second semester, the combination of theory and practice, study visits, graduation, internships and the doctoral programme are provided below.

The programme is divided into two semesters.

First semester

Six months at the Centre for Human Rights, University of Pretoria:
- Module 1: Methodology of human rights research and education
- Module 2: Democratisation in Africa
- Module 3: International and comparative human rights
- Module 4: Human rights in Africa
- Module 5: Introduction to the South African legal system and Bill of Rights
- Module 6: Human rights in the field (study visits)

Second Semester

Six months at one of the partner universities:
- Module 7: Accredited courses
- Module 8: Dissertation

The AAU document provides more detail on the second semester activities: From August to December the students are placed, in groups of between two and six, at the partner universities. Here they engage in the following academic work:

- attend human rights law lectures in the form of special seminars or by participating in the regular human rights courses of the partner institution;
- continue their French (or English) classes;
- write dissertations under supervision of the host lecturers;
- serve attachments at human rights institutions;
- attend human rights meetings (e.g. a session of the African Commission on Human and Peoples' Rights).

The thesis component constitutes 50% of the total mark

Language (First and Second semester)
Besides the 8 modules, students must study French, English, Portuguese or, exceptionally, another elective course

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Mixing theory and practice
Instruction is through formal lectures and practical exercises. Emphasis is placed on classroom participation. The study visits provide an excellent opportunity for students to interact with international experts who make a personal contribution to the general experience. Throughout the first semester, each student is assigned to a 'clinical group' which works on a practical human rights or democratisation issue with clear objectives and outcomes which forms part of the assessment.

Some clinical groups include:
- Human rights assessment
- Human rights cases and African Court referral
- Working Group on Socio-Economic Rights
- Freedom of expression
- Communications
- Indigenous peoples
- Women
- Advocacy Unit/Sexual minority rights
- HIV/AIDS and access to medicines
- State reporting

Study visits

In the past students have gone on study visits to the following places:

1. Zimbabwe

The students studied about the challenges facing Zimbabwe including issues of democracy and human rights. During the visit the students:

- Visited numerous NGOs
- Visited places of interest to human rights
- Interviewed victims of human rights violations

2. Swaziland

The students learnt about the challenges facing Swaziland including issues of democracy and the HIV/AIDS challenges. They visited:

- Non-governmental organisations
- Interacted with key players in Swaziland including academics and members of the judiciary

3. Botswana

Students learnt about the various social issues which Botswana is facing including the high incidence of HIV/AIDS. They visited:

- Government offices
- Non-governmental organisation
- Religious institutions

4. Sierra Leone

Students examine the causes and effects of a civil war and the efforts of that country and the United Nations to prosecute the main culprits and the simultaneous attempts to re-build the country and promote reconciliation. While in Sierra Leone, some of the institutions that the students interact with include:

- Special Court for Sierra Leone
- International Committee of the Red Cross
- Inter-Religious Council
- Campaign for Good Governance

- National Accountability Group
- Visit to an amputee camp
- National Commission for Social Action

5. Rwanda

Students study the history of genocide and the combined efforts at national and international levels to deal with its repercussions. As well as attending Gacaca court hearings and interacting with students at the National University of Rwanda, the LLM students visit the following:

- Unity and Reconciliation Commission
- Genocide sites
- National Council of Women
- Human Rights Commission
- Office of the Prosecutor, International
- Criminal Tribunal for Rwanda

6. Somaliland

The students who visit Somaliland learn about issues of state creation, lobbying for recognition, democratisation and the challenges faced by countries in the Horn of Africa. The students visit the following institutions:

- Ministry of Foreign Affairs
- Office of the President
- University of Hargeisa
- Academy for Peace and Development
- United Nations Development Programme
- Horn of Africa Voluntary Youth Organisation
- Somaliland National Youth Organisation

In addition, students:

- Visit the Constitutional Court of South Africa, where they attend a case and write a judgment
- Defend their dissertation proposals before a panel of academics
- Attend sessions of the African Commission on Human and Peoples' Rights

- Some students have observed elections in Zimbabwe, Lesotho, Madagascar, Malawi and Mauritius

Collaboration with other regional programmes

The collaboration between the four regional human rights masters programmes (which include Venice, Sarajevo, Malta) involves:

- Lecturer exchanges
- Student exchanges

Each year, one or two students participate in the field trip of the European Human Rights Master's (EMA) Programme to Kosovo. One or two students from the EMA Programme join the students going to Rwanda, Somaliland or Sierra Leone.

- A joint publication of the best two dissertations
- A proposed joint doctoral programme

Graduation

Graduation takes place in a specially organised ceremony at the University of Pretoria on 10 December (International Human Rights Day) every year. At the ceremony three students receive prizes and a guest speaker delivers an annual lecture on human rights and democratisation in Africa. Prizes that are awarded:

- The Nelson Mandela Prize for the best overall student
- The Kéba M'Baye Prize for the best dissertation
- The Ubuntu Prize for the student who best embodies the values and spirit of Ubuntu (humanity).
- The Vera Chirwa Prize for alumna/us who after graduation makes a difference in the protection of human rights

Internships

Upon completion of the course, some graduates get the opportunity to serve an internship (from three months to one year) at one of the following organisations:

- African Union (AU) Commission, Addis Ababa, Ethiopia
- African Commission on Human and Peoples' Rights (ACHPR), Banjul, The Gambia
- Constitutional Court of South Africa, Johannesburg, South Africa

- European Court of Human Rights, Strasbourg, France
- International Criminal Tribunal for Rwanda (ICTR), Arusha, Tanzania
- International Criminal Tribunal for the former Yugoslavia (ICTY), The Hague, Netherlands
- Office of the UN High Commissioner for Human Rights (OHCHR), Geneva, Switzerland
- South African Human Rights Commission (SAHRC), Johannesburg, South Africa
- Special Court for Sierra Leone (SCSL), Freetown, Sierra Leone
- Institute for Human Rights and Development in Africa, Banjul, The Gambia
- National Human Rights Commission, Lagos, Nigeria
- National Commission of Human Rights, Yaounde, Cameroon
- Ethiopian Human Rights Commission, Addis Ababa, Ethiopia
- Kenya Human Rights Commission, Nairobi, Kenya
- Institute for Security Studies, Pretoria, South Africa
- Benin Human Rights Commission, Cotonou, Benin
- CIVICUS, Johannesburg, South Africa
- International Criminal Court, The Hague, The Netherlands
- Foundation for Community Development, Maputo, Mozambique
- Gender Studies and Human Rights Documentation Centre, Accra, Ghana
- Lawyers for Human Rights, Pretoria, South Africa
- International Committee of the Red Cross, Pretoria, South Africa
- South African Parliament, Cape Town, South Africa

Doctoral programme

One or two students are selected at the end of each year to register for doctoral studies at the University of Pretoria and serve as tutors on the LLM programme. Others go on to register for doctoral degrees at other universities in the world. Since 2001, 28 graduates of the programme have registered for doctoral studies and 8 have graduated. The following are the universities where alumni have registered for doctoral degrees:

- Åbo Akademi University, Finland
- University of Birmingham, United Kingdom
- University of Cambridge, United Kingdom
- Université Catholique de Louvain, Belgium
- University of Hong Kong, China

- University of Khartoum, Sudan
- University of the North, South Africa
- University of Notre Dame, United States of America
- University of Oxford, United Kingdom
- University of Pretoria, South Africa
- University of the Western Cape, South Africa
- University of the Witwatersrand, South Africa

2.2.   The governance and management structures in terms of decision making procedures, intellectual and operational leadership, and accountability

Governance structure

The co-operation between the partner universities, of which the CHR is the lead partner, is regulated in a Memorandum of Understanding (MOU). Since 2001, a yearly second semester agreement is concluded between CHR and the dean/director of the relevant department at the partner university. The organisational structure of the programme comprises:

- a Council of Directors
- National Programme Directors
- the Centre for Human Rights
- the Programme Director
- an Advisory Board

The main decision-making body for the LLM is the meeting of the Council of Directors (partners' meeting), which is held at least once a year, usually in December, to coincide with the graduation. Each partner university has a national programme director who is responsible for the implementation of the LLM at his/her institution. The Programme Director is the CHR Director. The position of academic co-ordinator of the programme is provided for in the student guide. The Advisory Board consists of representatives of institutions and organisations not directly involved in the programme and *alumni* of the programme. One of the National Programme Directors serves as Chair of the Council of Directors for one academic year. In 2010, the Chair of the Council of Directors is Ms Odile Lim Tung (University of Mauritius). As well as chairing the Council of Directors' meetings, the Chair takes part in the selection of

students and speaks for all the partner universities when a collective decision needs to be taken and all partners cannot be reached either for practical reasons or due to time constraints.

Management Structure

Overall management of the programme

The co-operation between the Centre for Human Rights and the partners is regulated by a Memorandum of Understanding. In essence, the people in charge of the programme at the different partner faculties constitute a Board of Directors who meet in April (during the Robben Island Dissertation Exercise) and in December (during graduation in Pretoria) to discuss and determine the basic nature of the programme.

Management at the Centre for Human Rights

The LLM programme is one of several programmes which reside under the Assistant Director of the Centre for Human Rights (an *alumnus* of an earlier Master's programme of the Centre). The programme has a Programme Manager (an *alumnus* who is also registered for a doctorate), assisted by two (undergraduate) student assistants. The curriculum and choice of lecturers is managed by an Academic Co-ordinator, who is a professor in the Faculty of Law. The finances are managed by the Assistant Financial Manager of the Centre, while the Office Manager of the Centre, among her other tasks, co-ordinates reporting to donors. The Centre's Liaison Officer takes care of public relations for the programme. As was mentioned above, six tutors also assist with the programme. The Director of the Centre is actively involved in a supervisory capacity.

Management at the partner institutions

At each partner institution there is a National Programme Director, who in some instances shares the administrative burden with others.

2.3   Sources of financing (donors, governments, partnering organizations);

The main source of funding for the programme is the European Union. Other funders who have joined since the inception of the programme are: The Raoul Wallenberg Institute at the University of Lund in Sweden, The Royal Netherlands Government, The Deutscher Akadmischer Austauschdienst (DAAD) and The Government of Finland.

As far as financial arrangements are concerned, student scholarships cover the following:

- Tuition at the University of Pretoria and the partner university where the student spends his/her second semester.
- Monthly stipend of R1500 (approx. $200) and during the second semester US$300.
- Accommodation as provided to students on the programme.
- Medical aid with a University approved company.
- Prescribed text books.
- Travel and related expenses during the programme, e.g. study visits and travel to and from the partner university.
- Photocopying of study materials as identified by lecturers.

In a 2004 article, the authors of the programme stated that the average direct student cost (accommodation, stipend, tuition, travelling, field trips, medical cover, books) per student per year was R107 500. If one adds to student costs all the other costs, such as the salaries of staff, library costs at all the partners, internships, the *Journal*, etc, the cost per student is approximately R193 000 per year (approx. $20 000). This amount still seems to be the ballpark today as confirmed through the interview with the programme co-ordinator.

2.4. Roles and responsibilities of partnering universities directing and managing the program;

UP handles most of the administration and funding is centralised at this office. However there is also an administrator at the partnering university who should organise accommodation for student when there. In terms of academics it is their responsibility to:

- Appoint a supervisor at the partner university
- Organise an internship
- There is an academic assignment that also needs to be overseen

In terms of UP's role: they handles the selection of student, overall management of logistics while in SA, liaison with partner universities around 2nd semester activities, involving outside experts to conducts seminars/ session (if funding allows) as well as overseeing the marking process and organising the graduation ceremony[35]

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[35] From interview with academic and programme administrator

Students spend the first semester at UP (for 6 modules); then class is divided into seven groups with next 5 months spend at partner universities to complete module 7 and 8

Application procedure

There is no application form. Students only need to adhere to the following list of criteria:

Applicants must be in possession of a first degree in Law (LL.B, licence en droit or licenciatura em direito) and should submit the following documentation by post (no electronic applications will be accepted):

1. Letter of motivation (a one-page letter stating why you would like to do the course)
2. CV (a two-page curriculum vitae (including your full particulars: name, address, telephone, fax and e-mail)
3. Transcript (detailed academic record showing subjects taken and marks obtained)
4. Degree certificates (certified copies of all degree certificates)
5. Letters of recommendation (two academic and/or professional letters of recommendation/support)
6. Financial application (a one-page letter detailing your financial position and indicating why you would need assistance)
7. English proficiency (if undergraduate studies were not in English proof of your proficiency)
8. Photo (a recent colour passport photograph)

Selection process of students

It is clear from AAU paper that UP handles the selection process of students. Programme manager screens written application, the shortlisted candidates are evaluated by Assistant Director of Centre for HR. The Academic Coordinator further cuts down the number of candidates to 20-30 students. The Director of the Centre approves the candidates

> *2.5 Effectiveness of arrangements for communication and decision making among program partners*

The following challenges were mentioned as far as partner universities and selection of students are concerned:

- African universities use a myriad of systems to assess performance in undergraduate courses. Without some understanding of how this works, informed evaluations of students' applications cannot be made.
- Proper and comprehensive memoranda of understanding between partners should be in place from the start of the programme, and be reviewed as time goes by. The partners must have a clear and comprehensive picture of their role and responsibilities. The MOU should be signed on a level higher than the dean of the faculty in question, in order to make recourse possible should the dean fail in his or her duties. The form and timing of reporting required should be spelt out clearly in the MOU.
- Programmes such as the ones described above are unlikely to flourish without the support (or at least not active opposition) of the key decision makers at the universities involved – e.g. the dean in question and the vice chancellor. Their support is necessary when they meet with donors who ask them what the priorities of the university are; when the payment of donor funding is delayed, when MOUs need to be signed, etc.

2.6 Effectiveness of decision making processes concerning program objectives, activities and outcomes (both positive and negative);

A control mechanism has been instituted at the annual graduation event called "naming" and "shaming" where each partner organisation sends a representative to provide feedback of the year's activities. This has caused embarrassment but also helped to improve the programme[36]

2.7. Observed incongruities in goals and activities among partnering organisations, and measures considered to remedy them, including possible "free rider" problems;

It is acknowledged that the internship component is of a different quality across the various partner organisations. The academic component on the other hand is managed through group marking where the thesis will be marked by a group of people from other partner institutions[37].

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[36] Interview with academic coordinator
[37] Interview with academic coordinator

The programme administrator also highlighted the difficulty in evaluating the quality of various degrees when students apply for the bursary. Some problems have been experienced with this but now a ranking system has been put in place

Mentioned has been made of two partners who did not bring their side. Both Cairo and University of Yaoundé' have not shown sufficient commitment to the programme. Cairo is now viewed as a sleeping partner. The "solution" is therefore that it has been decided that it is not necessary to send students to all partners every year.

2.8. Institutional, leadership and operational challenges observed during the first three years of implementation and measures taken to address them

Other challenges that were raised in programme documentation or interviews are:
- Presenting such programmes is a massive undertaking, logistically and otherwise. The demands are relentless and ongoing in terms of inviting, hosting and transporting visiting lecturers, making reading material available to the students, taking care of travelling and accommodation arrangements, advertising the programme, selecting new students, fundraising and reporting to donors, contact with and quality control across the partners, etc. <u>Without a dedicated and sufficiently large team of capable administrative support staff it cannot be done.</u>
- Universities often do not understand the unique demands of such programmes. Because they do not fit into standard university categories, university administrators who are keen on the one hand to claim credit for such programmes are often reluctant to give such programmes the support they need.
  - Donor funding can be fickle and even when it is secured, actual payment is sometimes delayed for incomprehensible reasons. This can cause huge disruptions in programmes which can do long-term damage to their reputations. The year to year funding cycles followed by some donors can pose significant problems – one has hardly welcomed the students of a particular year before funding needs to be raised for the next year. Long-term planning becomes impossible (e.g. admitting students well in advance to the course) and staff do not have job security, resulting in a loss of continuity and institutional memory.
- Visas and work permits for students and lecturers often pose almost insurmountable problems.

- Student language issues (Solution has been to up the selection process and to conduct telephonic interviews in the "questionable" cases). The language proficiency of students who did their undergraduate studies in languages other than English is difficult to assess, except through interviews (e.g. at occasions such as the Moot Courts described above) and telephonic interviews. As mentioned with the Human Rights Master's programme, a pre-admission written test via e-mail has had some success. Where available, TOEFL and British Council tests can be used

- The sustainability of these programmes remains an ongoing challenge. In the end, however, donors cannot be expected to make huge sums of money available on a continuous basis, and those presenting these programmes cannot sustain endless fundraising drives. While start-up funding will be required, and in most cases some funding will be required throughout to make the programmes truly special, programmes can be made more sustainable through a number of mechanisms, including the following:

  - Students who have been admitted to the programme should be required to pay at least for some of their expenses, e.g. by fundraising for themselves in their home countries. (This they can do more easily if the items not covered by their bursaries are the kinds of items which donors in their home countries are more likely to cover, e.g. transport costs to the site of the programme, rather than when their living and incidental expenses are not covered. Also, earlier rather than later admission gives them time to obtain local funds, especially if they are given letters to use when they approach donors.)

- Partner faculties should be encouraged, when new appointments are made using their regular budgets, to appoint people (e.g. lecturers, student assistants, etc) who can teach in and assist with the programme.

- In many instances, existing opportunities in the university environment can be used to the benefit of the programme. For example, post-doctoral bursaries and staff exchange programmes, etc, which may be run by the AAU, the Commonwealth or others that are open to any discipline could be used to support the lecturers and students on the programmes.

- Partners not making concessions in terms of class fees. This is influencing the sustainability of the programme as this component is usually very expensive

- Questions around "what is in it for me" from partner universities. To address this a focus is placed in the publications and the networking opportunities that arise from the partnership

2.9. *Lessons learned in terms of successful collaboration among partners*

The following critical success factors have been identified:

- The kind of international post-graduate course described above should be presented by a network of excellence in a symbiotic relationship, with the programme strengthening the network and the other way around. Some visiting professors should be used, but there must be a certain core of expertise in the area under consideration at the host institutions.
- The Human Rights Master's programme has linked law faculties on the African continent which mostly have established human rights programmes, human rights centres and their own law journals
- Ensuring the necessary capacity at partner institutions is an essential part of a successful network. In the Human Rights Master's programme, money is allocated to enhance the libraries of partners; staff members from the partner institutions are given special preference in terms of attending the short courses presented by the Centre for Human Rights; opportunities for doctoral studies for staff members of partner institutions are negotiated, etc. Since the students spend a semester at the partners, it is worthwhile investing in capacity at these institutions.
- Constant evaluation, assessment and adjustment of the programme must be done.
- An active and close network of *alumni* is an essential ingredient of a successful programme. It is through such networks that former students are best able to assert themselves professionally. Through e-mail or a website, *alumni* can e.g. be informed about employment and other opportunities in their field, ensuring a high profile for *alumni* who in turn are the best ambassadors for the programme.
- Consistency and continuity in terms of the quality of the programmes over the years is essential. A programme which runs successfully for a number of years can lose its reputation when one intake is neglected or proper reporting to donors is not done – for example when the and adequate substitution is not arranged.
- Financial control is essential. These programmes often involve huge sums of money, allocated for specific line items within certain periods, and the potential for problems on

this front is immense. Hiring reliable and professional financial personnel is essential, and a good investment.

- Donor relations are equally important. Reports (both narrative and financial) should be complete and submitted on time if one is interested in continuing support.
- Each programme has to find its own balance between staying focused and having a broad impact. For example, while the other three regional human rights programmes in the world (the European, the Mediterranean and Eastern European programmes mentioned above) are all multidisciplinary in their intake, the African Human Rights Master's programme is open only to lawyers. The argument here (which is controversial) is that it is difficult to have a measurable impact on a continent as diverse as Africa if it is spread across all disciplines.

2.10. Arrangements for the documentation and application of experiential knowledge (lessons learned)

The Programme embarks on a wide variety of modes to ensure documentation of lessons learnt:

- Annual partner conference is convened which alumni attend
- Students have access to PULP and African Human Rights Law Journal – also see Success for list of publications done by Alumni
- All LLM dissertations are kept on website
- Students are requested to evaluate the lecturers and programme on a continuous basis (Source: AAU document)
- The programme in Pretoria was evaluated in 2004 (together with the Mediterranean Master's in Malta) by an external evaluator on behalf of the European Union. The report is available on http://europa.eu.int/comm/ europeaid/projects/eidhr/pdf/evaluations-hr-masters_en.pdf. (Source: AAU document)
- Also during 2004, the Raoul Wallenberg Institute sponsored a visit by two evaluators to all the partners, one on general co-operation and academic issues and the other on administrative and financial controls. Their report is available on www.chr.up.ac.za. (Source: AAU document)

The Master's programme has directly or indirectly spawned and strengthened a number of other human rights initiatives at the Centre (described in full on www.chr.up.ac.za):

- The *African Human Rights Law Journal*, published since 2001, is a bi-annual academic publication edited with the assistance of the LLM students and tutors. So far 18 articles by *alumni* of the Master's programme have been published in the *Journal*.
- The reference work *Human Rights Law in Africa* (1 700 pages in two volumes) is published in English and French by the Centre with the assistance of country correspondents across Africa, many of whom are LLM graduates.
- The *African Human Rights Law Reports* is published by the Centre. It covers decisions of the African Commission on Human and Peoples' Rights and is published in English and French. LLM students and tutors are involved through a clinical group in preparing the publication, and former students serve as correspondents who help to identify suitable cases.
- The *Law of Africa collection* is a collection of the primary sources on all the legal systems of Africa at the University of Pretoria. This material is collected, among others, with the assistance of the LLM students.
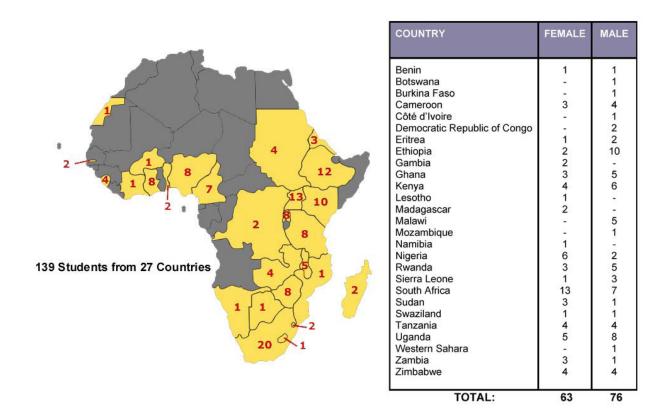
Former LLM students also participate in Centre research projects, such as a recent study into the law and policy regarding HIV/AIDS in SADC countries.

2.11   Issues associated with accommodating new partners or whether partners have withdrawn;

Partners expanded since inception. No issues mentioned
No indication that any partners have withdrawn.

2.12.   Perceptions held by funders and stakeholders concerning the program's shortcoming and successes

Over the last 10 years, more than 3000 students have applied to be on the LLM Programme. About 10% of the applicants have been accepted, and 288 students from 36 countries (33 African) have now graduated. By the end of 2004 the distribution of students by country was as follows:

139 Students from 27 Countries

COUNTRY	FEMALE	MALE
Benin	1	1
Botswana	-	1
Burkina Faso	-	1
Cameroon	3	4
Côté d'Ivoire	-	1
Democratic Republic of Congo	-	2
Eritrea	1	2
Ethiopia	2	10
Gambia	2	-
Ghana	3	5
Kenya	4	6
Lesotho	1	-
Madagascar	2	-
Malawi	-	5
Mozambique	-	1
Namibia	1	-
Nigeria	6	2
Rwanda	3	5
Sierra Leone	1	3
South Africa	13	7
Sudan	3	1
Swaziland	1	1
Tanzania	4	4
Uganda	5	8
Western Sahara	-	1
Zambia	3	1
Zimbabwe	4	4
TOTAL:	**63**	**76**

A questionnaire was distributed to ALUMNI to measure the impact of the programme which include:

- **Development of discourse on human rights in Africa:** Graduates of the Programme have played an important role in fostering a vibrant discourse on human rights in Africa. Graduates have published scholarly contributions on human rights and democratisation in at least 30 internationally recognized and reputable peer-reviewed law journals. One of the alumni founded a new journal, the *Malawi Law Journal.* Alumni have also published a number of books, and contributed to various other publications, such as chapters in books, contributions to the *Encyclopaedia of World Constitutions* and the ICJ's *Judiciary Watch Report*, research and policy papers, and training manuals. They have also participated in discussion on related issues in the popular media, such as the *Awoko* (Sierra Leone); *Business Day* (Johannesburg, South Africa); C*ameroon Post; Daily Monitor, New Vision,* and *Sunday Monitor* (Uganda).

- **Increased job opportunities**: Sharing their knowledge, experience and commitment with a new generation of lawyers, a significant number of alumni and alumnae has become full-time lecturing staff of African law faculties, at the following universities. One graduate has become Dean of his Faculty (Addis Ababa University), and another holds the position of Associate Dean (Nairobi).

- **Pursuit of doctoral studies:** The academic background provided by the LLM also serves alumni well to pursue further doctoral studies.

- **Greater engagement with civil society:** A very high percentage of alumni and alumnae work with NGOs engaged with human rights and democratisation in Africa from an international, regional or domestic perspective. Some of the highlights of the involvement of LLM graduandi in the non-governmental sector have been their role in the revival of the defunct NGO, Foundation for Peace Initiative (Uganda); in the institution of human rights lectures and events (e.g. in Ghana); in assisting with legal reform especially in the field of domestic violence, women's rights more generally, and children's rights; in the provision of legal services (e.g. to refugees); in generating national debate about and initiating reform on e.g. the law of succession; in participating in cases (e.g. the landmark cases on sexual minority rights in Uganda).

- **Legal practitioners:** Numerous alumni and alumnae also practice as lawyers in their countries of origin, including the DRC; Ghana; Malawi; Nigeria; Sierra Leone; South Africa; Sudan; Tanzania; Uganda; and Zimbabwe. They have been involved in important and precedent-setting cases

- **International organisations:** A wide array of international, regional, and sub-regional institutions have benefited from the appointment of alumni and alumnae of the LLM programme in various capacities.

- **Government:** Some graduates of the LLM Programme also hold positions in government, enabling them to use their influence to steer government (or keep them on course) towards human rights compliance and respect for democratic principles. These positions range from high office in the executive (e.g. as Attorney-general (Minister of Justice)) to membership of national human rights institutions, staff members of these institutions; Judges; staff in the Public Protectors' office; member of the government's diplomatic mission to Geneva; positions in various government ministries, such as Counsel: International Law and Agreements, Zambia; membership of the "Presidential Commission on Reform of the Administration of Justice"; the National Defence Force and Police Force.