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Call for proposals n. 1
EDULINK - ACP EU Cooperation Programme in Higher Education

AUDIS Project - African Universities International Dimension Strengthening (ref. 93)

Activity 1 a : Needs Assessment Seminar
St Louis (Senegal), University Gaston Berger, 3-5 December 2007

Seminar report

Padua, Dec. 2007

The Seminar was a kick-off activity for the entire project and was held as planned at the Gaston Berger University in St. Louis (Senegal) from 3rd to 5th December 2007.

Despite the obvious organisational problems (flights, entrance visas, logistics, transferring funds), which were brilliantly solved thanks to the expert assistance of the local Convenor, Prof. Abdoulaye Barry and, despite certain administrative problems regarding the date the contract was stipulated, all the activities were carried out to plan (Annex 1).

The aim of the seminar was to identify the training needs for managing the International relations of the African partner universities, or the starting point to define the training activities in phase 2 of the project. Furthermore it aimed at setting up the Project Steering Committee (3 members for the European partners and 3 for the African partners).

There was a very high attendance level: 21 representatives for the African partners, 1 representative for the African associate, 3 representatives for the European partners, 3 representatives for the European associates, 3 experts and 2 assistants for the Team Work, for a total of 38 people (Annex 2). The 2 representatives of Dar Es-Salam University (Tanzania) were absent, together with one of the invited experts (Dr. Narciso Matos, from the Fundação para o Desenvolvimento da Comunidade – Mozambique). All three had previously confirmed their presence.

The activities followed the programme. After the welcoming speech and opening the work by the Temporary Rector of the Gaston Berger University, Issiaka P.L. Lalèyê, the first day was dedicated to presenting the AUDIS Project by the Coordinator, P. Faggi, from Padua University. The 3 keynote speeches followed (F. Sartor, Bologna University «The Bologna process and its implications for internationalisation»; M. Sall, General Secretary of CAMES, Ouagadougou: «CAMES actions for Anglophone and Lusophone Africa»; G. Langouche, KULeuven, Président du Comité de pilotage/Steering Committee of the Coimbra Group: «Accreditation in International Perspective/L'Accréditation en perspective internationale») which gave rise to an explanatory and analysis debate. The three presentations provided the necessary information about the internationalisation processes that are underway in the Euro-African region Universities. G. Langouche also presented the Coimbra Group (organisation and activities). During the lunch break, participants were able to visit the Gaston Berger University, and certain administrative paperwork was completed.

The second day and the morning of the third were dedicated to the operational part of the Seminar, the work groups (Annex 3), where the African Partners identified: the priority problems regarding internationalisation, the relative training needs (identifying the internal resources, obstacles and opportunities), possible new forms of regional cooperation to solve them. The work groups were alternated with plenary sessions to report on and discuss the outcome.

On the morning of the third day the members of the Steering Committee were elected for the project, which has the following members:

Abdoulaye Barry, Gaston Berger University, St. Louis (Senegal); Martine Dekoninck, KULeuven (Belgium); Pierpaolo Faggi, Padua University (Italy); Mitiku Haile, Mekelle University (Ethiopia); Inge Knudsen, Coimbra Group Secretariat (Belgium); Ângelo António Macuàcua, Eduardo Mondlane University, Maputo (Mozambique).

During the last afternoon, after greetings from the Rector of the Gaston Berger University, Mary Teuw Niane, who had returned from a mission, the participants were reminded of the next phases of the project, which involve: the African Partners drawing up the Training Proposals; their completion by the Steering Committee; carrying out training stages in the Partner and Associates European Universities. This latter activity will be preceded and followed by two Seminars, one held at KULeuven and the other at UC de Louvain.

* * *

Certain general considerations can be made about the outcome of the Seminar.

1. First of all the high-level, intense participation by all the participants. The work groups gave rise to in-depth and passionate discussions by the African partners, who frequently expressed their satisfaction for the method that had been used, which enabled them to actively take part and not just be simple onlookers. In fact the focus group method meant that the various players were directly involved, offering all their knowledge, expertise and experience. Therefore a very valuable exchange of opinion was possible, developing the different scenarios and proposing ideas to define and solve the problems that had been identified, so as to develop projects beginning with the real university with all its problems, limitations and strengths. We should point out that the debate was much livelier in the small groups than in the full session; in the groups that spoke the same language there was obviously greater participation and it was easier for them to communicate. Thanks to the debate, 4 domains of priority training needs were identified relative to university internationalisation (mobility, management and governance, linguistic problems, access to International funding), and it also gave an idea of the resources that are already present and how they could be put into the network. The debate was extremely effective – as the forecast outcome was reached – and efficient – widespread participation and good use of the time; the outcome was highly appreciated and shared by all (widespread ownership).
2. A second factor is the language. The reports and debate were held in the planned 2 languages (French or English) without simultaneous translation but with summaries in the two languages and with consecutive translations by some of the European partners. Generally language was not a problem, however certain people did have comprehension problems; the last work group involved 3 groups, each speaking the same language (French, English and Portuguese) and was definitely the most efficient, and the fact that language has been identified as one of the training needs shows how the problem exists, well beyond the expectations of the organisers. Another example of the role of the language was found when electing the Steering Committee, with a person being elected from each of the three language areas.
3. A third question could be called the “academic bias”. As the project explained, the participating target group should have been formed of the Academic leaders (Vice Président chargé des relations Internationales/Deputy Vice-chancellor for International Relations) and Administrative leaders (Director of International Relations/Dirécteur des Relations internationales) of the African Partner Universities. This sort of participation was only given in a few cases; in others, at Academic Level the Vice-Chancellor intervened directly, while the administrative side was represented by an Academic figure. This problem could be due to the missing or weak organisation of the International Relations Service as an autonomous service c/o the African Partners, or it could be due to the higher Academic authorities’ decisions to directly take part in the initiative. We must wait and see whether this sort of participation creates problems in the next project phases, when a much longer stay (approx. 20 days) will be required in Europe for the training stages.

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Monday 3 December 2007

9:00

Welcome speech : « How to strengthen the international dimension of African Universities without compromising their deep-rootedness and worsening their extroversion? »

by Prof. Issiaka P.L. Lalèyê – Temporary Rector UGB (in French)

I would like to welcome the Gaston Berger University – a small university created 18 years ago named after the philosopher Gaston Berger – on behalf of all the participants; the Rector, professor Mary Teuw Niane, has had to absent herself unexpectedly, but she will reach Saint-Louis before the end of the convention. On her behalf I would like to encourage the participants to have very profitable reflections and discussions.

I would like to take the opportunity to submit a question to the Meeting that is very worrying: how to strengthen the international dimension of African Universities without compromising their deep-rootedness and worsening their extroversion?

This question is based on certain suppositions:

- Modern African schools were already international when they reached us, and the same goes for the Universities which followed on from them.
- It is difficult to Africanise the teaching.

Our Universities are not penetrated by their own culture and do not prepare the students well for the world of work; there is also an increase in the number of universities, because the countries are faced with a growing number of students.

The AUDIS project seems to be based on the observation that the feeble international dimension of the universities is one of their greatest obstacles to their success and development. However perhaps we should ask if that is the main reason. We should have the courage to ask whether inexistent or poorly done nationalisation is the cause for inadequate and ineffective internationalisation.

European Universities are champions in open-mindedness and internationalisation.

I would insist on the importance of maintaining the identity of the African Universities, and I would like to prevent « cloning » European Universities : « How can we strengthen the international dimension of our universities without compromising their roots and worsening their extroversion? »

In the name of the Rector, Prof Lalèyê I hereby declare the AUDIS Seminar open.

10:00

Presentation of AUDIS (African Universities International Dimension Strengthening)

P. Faggi, University of Padua, Project Coordinator (PPT in English and French: Annex 4)

He wants at first to express his special thanks to the University Gaston Berger, and in particular to Prof. Abdoulaye Barry.

The project has already a long history (Meeting in Cotonou, 1999; Contrat de Service pour la CE, 2002; Conférence de Louvain-la-Neuve, 2004), and now we are at the start of the implementation of the AUDIS project.

The first activity – which is the purpose of this kick-off seminar - is the assessment of the training needs in the Internationalisation of African partners. In this sense, he recalls AUDIS' Overall and Specific objective, which was stated by African Universities during the 2002 reconnaissance surveys by experts: “The African universities wanted to participate in the world scientific debate”.

He also recalls the target group (2 persons per partner university: the director of International relations and the Vice-chancellor responsible for International relations), in order to have political and technical commitments. Both roles are important.

He considers later on the Project's plan of action, which will include 4 phases in 3 years.

To conclude, he summarizes the planned activities for this Saint-Louis seminar: 1) Identify problems and training needs and strategies to cope; 2) Elect 3 African members of the Steering

Committee, which will finalize the training period's proposals and select the implementation projects of African Partners.

11:00

The Bologna process and its implications for internationalisation

F. Sartor, University of Bologna (PPT in English – Annex 5; translation in French by D. Breillat)

He gives a very comprehensive overview of the different phases of the Bologna process Agenda, touching at:

1. Context in Europe during the 90s, which lead to the launching of the Bologna Process (in all Europe, not only connected to EU; increase of students; increasing autonomy of universities; growth of private universities but also affirmation of univ. as public good; decreasing of public funding; increasing of quality assurance; diversification of programmes; global competitive HE market; success of Erasmus programme; still fragmentation in organisation of programmes: big differences).

2. The Bologna process (BP)

Given that context, an intergovernmental restructuration of HE in Europe started, to create an open space, not a real homogeneous space, and to foster mobility and cooperation among HE universities.

The idea was to improve compatibility and comparability of the programmes in order to increase mobility of students and teachers, not to create a unique space.

Now 46 countries have signed the declaration, far beyond UC. The process is dynamic, monitored and sponsored in different meetings: Bologna, Prague, Berlin, Bergen, (next will be in Louvain in April 2009).

10 action lines and 5 principles of the BP are presented and discussed.

3. The actors

The role of different and multiscalar actors is important: Transnational (Bologna follow up group, and Secretariat; NB: By now we can say that there is a certain convergence to final date of 2010, though all countries are not at same level), National (Ministries, Rectors' Conferences, Students Associations, Bologna promoters), Institutional (i.e.: at University level: development of IRO, re-definition of curricula, promoting of mobility, outcomes in relation with labour market, increasing of services for international students, development of systems of quality assurance).

Some issues are still on debate: the two cycle system (different positions in different Countries; how to design consistent programs NB: Bachelor degree in home country and Master in other country this is the most logical way of doing); employability (is it a matter for the university? some people don't think like that; labour market sometimes don't recognize the degrees, the modifications; Bachelor should be professional, but this is not evident, particularly for universities who offered long degrees before); debate about professional preparation and academic preparation: no unique solution to this question.

4. Bologna process and internationalisation

BP – a tool of competition or of cooperation? - encourages: joint degrees, professors exchange, student mobility, i.e. horizontal mobility, international dimension of curricula, foreign students, i.e. vertical mobility, recognition of previous degrees and ECTS.

Finally, he states that "The world wants to understand what is happening" within the BP and that this can be an experience to learn from, but that often the message about BP is not accurate, e.g. that we are moving towards "a unique system". Erasmus mundus programme as well as Erasmus mundus external cooperation windows can be good opportunities for African Universities as well.

Discussion:

First of all, some participants have outlined what is undergoing within African Universities in order to be acquainted about BP.

C. N. Awanou, Abomey-Calavi, reports that CAMES created 2 discussion groups (Afrique centrale and Afrique de l'ouest); some seminars have been held to deepen main issues (teaching procedures, mobility, credit acknowledgment); a collaboration with the ICT Committee has been set up; curricula are under reorganisation, within a general concern with quality, up-dating and common evolution. A deadline for needs assessment and legal framework has been fixed by end of July 2008.

L. Kaumba, Lubumbashi, remembers that RD Congo is not part of the CAMES, but a reorganisation process is put in place since 2003, mainly as far as 1st and 2nd level are concerned. However, the main issue is the reorganisation of the Doctoral Schools (Ecoles Doctorales), which represent the key moment to implement research and teaching activities. He mentions the PADEM programme to update teaching. Now the main question is how to homogenise different African systems.

D. Breillat, Poitiers, notes that the situation in Europe is different according to Countries: in some cases (e.g. France) the BP doesn't mean real changes. However, differences don't hinder possibilities of interaction and cooperation, and we can already do something (liaison between France and CAMES can ease the relations), with more flexibility than before. He states that the BP is used as a pretext to introduce, within a Country, reforms which otherwise could not pass.

P. Kapagama, Univ. de Kinshasa, remembers the reorganisation process undergoing in RD Congo, in cooperation with Univ. de Laval and AUF .

15:00

Coimbra Group presentation

G. Langouche, K.U. Leuven, Chairman of the Executive Board of the Coimbra Group (PPT in English– Annex 6; summary in French)

He presents the important European Universities network: the Coimbra Group is an association of long-established European multidisciplinary universities of high international standard committed to creating special academic and cultural ties in order to promote, for the benefit of its members, internationalisation, academic collaboration, excellence in learning and research, and service to society. It is also the purpose of the Group to influence European educational policy and to develop best practice through the mutual exchange of experience. The history, the mission and the structure of the CG are outlined. The CG has been very relevant to prepare this AUDIS project: all European Partners and Associates are its Members.

15:30

CAMES actions for Anglophone and Lusophone Africa.

M. Sall, General Secretary of CAMES, Ouagadougou (PPT in French – Annex 7; translation in English by D. Breillat)

CAMES was founded in 1968 and now has 17 member countries, Francophones plus Guinée Bissau and Cameroun (bilingual); its activities go beyond the member countries, e.g. RD Congo takes part in certain programmes. Its missions concern: establishing scientific and cultural collaboration among the member countries; establish conventions; coordinate and harmonise the quality control programmes.

Its current programmes:

1. Recognition and parity for diplomas (on the basis of a 1972 convention, 4 commissions pursued this action, and the results are evaluated every 2 years in an interview; this programme contributed greatly to student mobility).
2. Inter-African consultation committee programme (7 specialised technical committees to evaluate individually the career of the teachers and researchers).
3. Aggregation (recruiting and training high-level professors. 2 programmes: Medicine and Legal Sciences, Economy and Management; the juries are international).

Preparation is offered by French universities and in the same way by African centres.

The programme aims at guaranteeing international level teachers and researchers and students who are able to enter the local and international work market.

CAMES also develops actions for the rest of Africa. For example the relations with SADC (Southern African Development Community: 14 mainly Anglophone countries, but also RD Congo and Mozambique). A technical committee works for accreditation of the programmes with the two networks. CAMES also works with AUA (Association of African Universities: network of 45 countries, 114 institutions) in several different fields, like quality assurance (programme financed by BM), setting up a database, a revitalisation programme for University Education. Relations already exist with the Nigeria University Council, which looks after accrediting Nigerian Universities, in the field of recognition of their diplomas in the framework of the CDEAO.

A reflection is underway regarding the Bologna Process (e.g. in the network of West Africa-RESAO and Central Africa), and it could be used to harmonise the programmes, but it should be pointed out that the reform is made by the Countries and in the Universities, not by CAMES.

CAMES is fighting so that all the countries sign the Arusha Convention.

So, there are relations with other African speaking regions, but they are limited because long-lasting structures for harmonisation are not in place.

Discussion:

D. Breillat, Poitiers, underlines the importance of CAMES in France: the importance of trust in African University Education, as long as they act with very selected help.

It is a very competitive and difficult competition. Number of positions is limited. France helps with the training of young academics. International aspect of the commission is important. Support of your government is not sufficient if you don't have the academic quality.

The networking is also very important thanks to CAMES.

F.H. Tall, Ouagadougou, discusses the institutional relations in CAMES and the university networks of the Anglophone and Francophone countries in CDAO.

Mitiku Haile, Mekelle, suggests that CAMES has relations with RUFORUM (Regional Universities Forum), an association of East African Universities in the agricultural field.

J. Persens, Western Cape, recalls that the SADC debate was more concerned about education, but now it is concerned about the SAROUA network, which is very busy in the field, especially in quality, accountability and relations with the stakeholders. I think that cooperation between the different organisations could be a very important instrument for African University education.

F.H. Tall, Ouagadougou, acknowledges the role of the CAMES, specifically of the regional network RESAO, in order to get into the LMD system in 2010. However, he mentions the acute problem of "standardisation" of African Universities (Ouagadougou increased from 15.000 to 40.000 students), while teaching staff and facilities didn't keep the path. Moreover, there are no funds for research in Universities. The move towards LMD will perhaps increase the possibilities for PhD studies "en cotutèle".

Mitiku Haile, Mekelle, asks for a specific consideration of African academic "environment", specially on the following points: access to Higher Education (how many students? merit based access?); curricula relevance for national development; degree of accountability to the country; transparency of academic processes towards stakeholders; University governance and role of the students in it; gender issue.

F. Sartor, Bologna, says that BP is more than reorganization of study programmes (LMD). What we are discussing is wider than that. Other issues can be discussed here in this broader context with the BP as scenario.

A.M. Gentili, Bologna, declares that, notwithstanding its "weight", BP has the big meaning of keeping HE as "public good". Moreover, it pushed towards transparency of Academic procedures. This project could be a good opportunity to bring African and European Universities together, to learn from each-other's experience, both in research and teaching.

16:15

Accreditation in International Perspective/L'Accréditation en perspective internationale

G. Langouche, KULeuven, Chairman of the Executive Board of the Coimbra Group and member of the Executive Board of the NVAO, the accreditation organization of the Netherlands and Flanders (PPT in English – Annex 8; hard copies in French)

The Quality Assurance (QA) and accreditation of programmes play a very important role in the next step of the Bologna process: how can we evaluate a programme? How can we compare programmes on international level?

As a result and due to the implementation of the BP, today, almost all countries have a system of external QA, but the systems are not uniform. A typical European QA procedure is: a) Self evaluation, b) external assessment by panel of experts, c) verification (& publication of results) by QA agency.

On the contrary of what D. Breillat said earlier, the BP has changed everything in Flanders (Belgium). The higher education went through a complete restructuring of curricula.

Because Flanders and the Netherlands speak the same language the ministers decided in 2003 to make a joint treaty to create an agency to accredit all universities and non-university HE.

In his presentation he explains, as an example, how this accreditation organisation works.

All new programmes have to undergo an initial accreditation; all existing bachelor and master's programmes have to be accredited.

The accreditation of a programme has consequences on: diploma recognition, allocation of public funds, scholarships etc.

The strengths of such a system are: a drive for quality, bad quality providers detected, bad programmes disappeared, international credibility improved.

On the international level, there is a need for confidence and transparency. For joint programmes with common degrees, accreditation agencies have to talk together.

He ended his presentation by enumerating some international initiatives to promote the aim for mutual recognition of accreditation decisions: ECA (European Consortium for Accreditation), ENQA (European Association for Quality Assurance in HE), INQAAH (International Network for Quality Assurance Agencies in HE), AfriQan (African Quality Assurance Network for HE).

Discussion:

D. Chihombori, Harare, asked if the accreditation is also applied to private institution ?

In Belgium, private institution like the K.U.Leuven, receive public funding and are accredited.

Question is what happens with institutions that are not accredited at home but deliver diplomas outside? They will not receive a diploma accredited by the Government.

Mitiku Haile, Mekelle, thinks the most important and useful step is the self-assessment.

V. Muzvidziwa, Harare, informs that in Zimbabwe 14 universities are active. Education is a right for the people. SADC wants to put in place some process for quality control. QA is needed. Within the SADC region, only South-Africa came up with something concrete. The other countries should follow the example. We can learn a lot from the experience in Europe. A lot has to be done in our countries. What about electronic degrees? The "Open university" exists in Flanders and the Netherlands, and they went through the accreditation process and they were accredited.

D. Breillat, Poitiers, specified that the recognition of a diploma and the access to profession, are still two different things.

Tuesday 4 December 2007

9 :15

Group work for the Assessment of formative needs and elaboration of training proposals

Facilitators: M. Bertoncin, D. Quatrida, Univ. of Padua

The Coordinator insists on the importance of the workshop today and tomorrow morning. The final quality of the project will depend on the quality of the discussions and the conclusions of these workshops. The European partners will attend the plenary sessions. The experts will help within the group sessions, for translation and technical matters.

He introduces M. Bertoncin and D. Quatrida, Padua, who have prepared and will lead the sessions as Facilitators.

M. Bertoncin explains the methodology.

The following one and half days' activities are aimed to deepen the aspects of the international dimension of the university by putting in evidence the common key problems and converting them into formative needs. A participatory approach will be adopted, with involvement of the different participants, with their own knowledge and experiences. This method fosters the exchange of opinions, the development of future settings and the proposals of ideas in order to face the problems. The aim of the workshops is to develop training proposals starting from the "actual/realistic" condition of the Universities involved. This training proposals will be the base for the organization of the next phase of the Edulink programme.

The workshop will focus on 3 specific activities:

1. to identify main key problems.
2. to find out the formative needs.
3. to investigate new cooperation opportunities.

9:30

Activity 1: identification and selection of most relevant key problems

A list of possible problems has been prepared by the organizers and can be completed by the participants (Annex 3.a).

1st phase: reading and explanation of the list of problems (30 min).

2nd phase: each participant has to choose 8 most relevant problems for his university (15 min).

3rd phase: socialization of the results.

The most voted key problems (*2nd phase*) are as follows:

6: difficult enrolment to the international funds.

16: development of joint research projects.

18: linguistic non-homogeneity and conditional selection of partners.

21: difficulties for the students from African countries to enrol in European study grants.

28: difficulties in involvement, at different levels of competencies, of researchers and professors within the internationalisation process (IP).

35: lack of relations among teaching, university research, participation in the international scientific debate and internationalisation university process.

12: definition of the standard investments on the International Relation Offices by the different universities.

13: to build up and to promote university networks (i.e. Africa-Africa; Africa-Europe-world).

32: lack of common standards and guidelines to valuing quality (research and teaching).

NB: items connected to Recognition/acknowledgement and Relations with the territory were not prioritised.

The socialisation of the results in plenary (*3rd phase*), guided by some check-demands (What do you think about the results? Were they as you had imagined? Are you surprised? Are they “taken for granted”? Why have other problems not been selected? Are they not interesting? Are they not so relevant?), has been rather alive.

Discussion:

Mitiku Haile, Mekelle: the access to international funds seems to be perceived as the major problem. 5 out of the 9 ranked problems are also relevant for his university (Mekelle University). We really need concerted efforts to solve these problems.

L. Kaumba, Lubumbashi: the importance of the problems depends on the economic and social situation of the region. It is important to involve the NGOs, enterprise and other social players in the region. The problems vary according to the region.

J. Sabakinu, Kinshasa: I am surprised that problem no. 3 is not included in the list (Developing and African Region for University Education). Problems relative to the quality of teaching in Africa did not really capture the attention. The question should be placed at this level. Point 6 is effectively a big problem: how to have access to international funds? Introducing projects is increasingly difficult and complex. Financers all have their own jargon and rules. They do not consider NGOs as an aid for the universities.

F.H. Tall, Ouagadougou: the biggest problem has not been included in the list: the growing number of students. How can we teach large groups? Points 36 and 36-b have been added (consequence): how can we assess large groups? It is surprising that the other universities have not added this point. The problem related to access to internet is not mentioned and is very important: bandwidth problems.

P. Faggi, Padua : this is not the objective of the project, no funds for infrastructure nor salaries. This is why this problem was not mentioned.

D. Breillat, Poitiers: I would like to ask the Coordinators which points have been added, as they could be important to continue the work.

Additional problems:

- “Others”: problems related to outreach/extension. Diffusion of research results.
- 7 insufficient specialised management.
- 36 standardisation.
- 36-b assessing large groups.
- other; weaknesses in relations between university and society.

C.N. Awanou, Abomey Calavi: 12 should be in first place, because the organisation of the IRO is very important. Encourage management to invest more in this level.

J. Persens, Western Cape : is surprised that point 3 was not mentioned. How do you structure HE in Africa? Or should we focus on regional approach? In any case there are lessons to be learned from each regions, and then again the need appears to work together. We should look at a few high level challenges like access to funding, linguistic non homogeneity.

Mitiku Haile, Mekelle: relations between what was expected and problems: 3 HE linguistic areas in Africa have not been prioritized here. Are we avoiding this issue? Or do we give priority to quality - very important issue - at national level? We need more clarifications on point 12 minimum standard

F. Sartor, Bologna: the question is at what level investments have to be done: on central level or at faculty level? To what extend do you have to give priority to International relations Offices? In Europe, the universities have some common working processes. Do the African universities have an international strategy, and how does it work?

K. Akpagana, Lomé: I would repeat the need to have sufficient connectivity, otherwise we will not get anywhere.

11:30

Activity 2: expression of the participants' formative needs.

M. Bertoincin gives some instruction for second activity, aiming at identifying and express formative needs.

1st phase: Academics and Administrative bodies work separately, to find out formative needs (45 min).

2nd phase: Academics and Administrative bodies work together, to find out formative needs (40 min).

3rd phase: socialization of the results (30 min).

4th phase: the same work groups identify local resources, obstacles and opportunities to cope with the formative needs (90 min).

5th phase: socialization of the results (45 min).

To carry out the Activity 2, the participants are divided into 3 groups and they have to deepen 3 problems each out of those prioritised, in order to find out the connected formative needs. In each group there should be about the same number of administrative and academic representatives; they should initially work in 2 sub-groups (academics and administrative) and then together. The 3 groups should report in plenary by a poster. Later on, the same 3 groups will work out the formative needs, in order to identify: local resources, obstacles and opportunities. The 3 groups should report in plenary by a poster.

Membership and key problems of the groups in Annex 9.

The 3 groups work in a intense and collaborative manner and prepare to report in plenary. Note that some key problems have been re-defined by the groups.

15:30

Activity 2.3: Socialization plenary session

A spokesman presents for each group the identified formative needs.

Group 1

Spokesman: N.C. Awanou

Problem 6: difficult enrolment to the international funds

Causes: no control of the TOR processing of the projects by type. We must specify:

- Organisation of seminars/workshops to learn how to define and write the projects, which vary from one organisation to another.
- Learn the mechanisms of international funding.
- Search for partners. The projects must be developed for S and N partners.
- In the future, not immediately, we must reflect and perfect the study office to develop projects as reflection centres for African universities.

Problem 18: linguistic non-homogeneity and conditional selection of partners.

- Training in the second language for 2 languages in use: Fr-Engl

Problem 21: difficulties for the students from African countries to enrol in European study grants.

- Support cooperation structures and obtain more information about scholarships. If we do not know about them we cannot apply them.
- Training for students to be better able to draw up the dossiers to ask for the scholarships.

Discussion:

Mitiku Haile, Mekelle: on 6: is it the problem only the access to funds or also to manage them?

Is homogenizing the language critical at this time? The trend is that English courses are everywhere.

21 Do we have to limit to universities or include also other actors?

J. Sabakinu, Kinshasa: it is difficult to perfect a study office. Each university must be able to manage by itself.

J. Persens, Western Cape : one main attractiveness of European Universities is their diversity is rich. We would loose diversity if everybody speaks same language. Better keep differences and let students learn different languages.

A.M. Gentili, Bologna: in mass education, students have little language competence. They have to learn first very well their own language. Through mobility they can learn better another language.

21: Information reaches only small group of students, also in Europe. It is necessary to rationalise and democratise information.

P. Kapagama, Kinshasa: the problem also exists of language for the staff in the RI offices, we need multi-language agents.

Group 2

Spokesman: Fitsum Asmeron

Problem 12: definition of the standard investments on the International Relation Offices by the different universities.

Problem 13: to build up and to promote university networks (i.e. Africa-Africa; Africa-Europe-world).

Problem 16: development of joint research projects

The group considered the 3 key issues together, considering that they must be perceived in an integrated approach. Generally speaking, the assumption is that it must be clearly defined the mission of IRO, which should be reinforced in terms of expertise; a training-through-mobility is requested for administrative staff as well. Specific needs:

- Evaluation of credentials (previous Degrees, professional curriculum, etc).
- Students related services (accommodation, visa, etc).
- Agreements negotiation.
- Developing strategies for mobility of students, professors and officers.
- Exploring new cooperation opportunities, also with private sector (a different habit, in this regard, is quoted in the Anglophone Universities).
- Developing language skills at level of university, for students, teaching and administrative staff.
- ICT exposure: learn students and staff to use ICT.
- External communication of University's activities.
- Students training on international donors requirements.

Discussion:

J. Persens, Western Cape: most African countries face resource challenge. Students cannot travel and mobility is very reduced. You can do "Internationalisation at home". This is a task of the IRO. They have to do that, otherwise their role will be reduced to attract students from abroad.

Group 3

Spokesman: F.H. Tall

Problem 28: difficulties in involvement, at different levels of competencies, of researchers and professors within the internationalisation process (IP).

Identified problems:

- Increase the research to make the university more famous: gap between N-S and S-N flow. The majority of African publications are addressed to local users.
- Insufficient funds allocated to research. Careers for the profs are necessary for their own interest and that of the universities.
- Poor involvement because of the brain drain.

Problem 32: lack of common standards and guidelines to valuing quality (research and teaching)

Certain countries have no standards, or they are now perfecting them. Edulink could be an opportunity to exchange experience and identify better quality criteria.

- Absence of mechanisms in Africa and at regional level for quality assurance.

Problem 35: lack of relations among teaching, university research, participation in the international scientific debate and internationalisation university process

It is confirmed that research should enrich universal knowledge and education: research is not equal between the different universities, mainly due to the lack of funds for research and the brain drain.

Specific needs:

- Capacity building in term of producing research and writing research proposals.
- Turn brain drain into brain gain.
- Experience sharing with European partners for brain drains.
- Research boards organisation.

NB: in fact, this group mainly concentrated on deepening the problems, instead of identifying an extensive set of formative needs.

Discussion:

L. Kaumba, Lubumbashi: we should not always see the brain drain as something negative, rather as the circulation of brains. How can we move from a brain drain to a circulation of brains, considering them as positive. Local publications also have their importance. We must not be embarrassed by local publications.

P. Kapagama, Kinshasa: this raises a method problem. There is a lot to recover in the 3 groups. In the future we risk duplicated use. Suggestions: the 3 group managers should meet to see where we can recover and select precise themes for the groups. More time for reflection and less for themes.

J. Persens, Western Cape: outlines a lack of common standards and guidelines. What is important is that all universities should involve all stakeholders in international processes, so that everybody is looking in same direction. As far as brain gain, only India and China were successful. For Africa, it's better to invite "brains" back and let them participate as much as possible, without asking them exclusivity. It is the best we can do.

J. Sabakinu, Kinshasa: the majority of Universities are public and governments should provide them with the necessary resources to be competitive. If there is a recommendation to be made, it should be at government level. A country cannot participate at international level if its ministries do not play their role correctly.

F.H. Tall, Ouagadougou: all the Western African countries are poor : 90% of the budgets are allocated to salaries: there are no funds for research. To do this, universities must group together in networks to improve their performance.

NB : in order to carry out the 4th phase, according to P. Kapagama's suggestion, the formative needs are clustered in 4 "formative domains" (Language. Planning and management of the international dimension of education and research. Mobility of students and teachers. Access to international funding for education and research: Annex 10) by the Facilitators and the 3 Spokesmen; all 3 groups are working on the 4 domains, pointing out resources, obstacles and opportunities.

The groups work until 7 p.m. The socialization plenary session is therefore post-posed to next morning.

Wednesday 5 December

9:15

Activity 2.5: plenary socialization session

1. Language

Group 1

Internal resources: there are language centres in the majority of universities, which train at global level; there are also teachers in foreign languages.

Obstacles : there is no training in certain languages and certain universities; psychological obstacles in learning a foreign language; lack of professors in foreign languages and of language laboratories.

Opportunities: this project creates an opportunity that we must exploit. As project partners, there are European universities with different languages and we must use these opportunities. In the African partner universities, we can equally have exchanges and possibilities, as long as they are universities of different languages.

Group 2

Internal resources: presence of language departments and language laboratories; existence of Communication Departments, Public Relations Offices and programmes in journalism in some Universities.

Obstacles: lack of specialists in (some) languages; lack of interest; lack of training; linguistic heterogeneity; politics (ethnic background); poor development of ICT in most Universities, sometime no Department of communication or journalism.

Opportunities: existence of cultural centres and foundations in many countries (Alliance française, Goethe Institut, etc); exchange between Universities and exchange of expertise; possibility of networking with neighbouring countries.

Group 3 didn't deal with this domain

2. Planning and management of the international dimension of education and research

Group 1

Internal resources: there are embryonic groups that have planning notions. Some work well and others less. There are strategic development plans in the universities and there are budgets for carrying out the plans.

Obstacles: weakness in continuing and evaluating the implementation of the universities' strategic plans. Insufficient funds for the plans. Consequence: the plans are not implemented in the forecast time.

Opportunities: Edulink could offer an answer to the need for experts in the strategic development plans for their implementation: an opportunity for us. Exchange of skills between the partners, another opportunity.

Group 2

Internal resources: existence of Human Resource Department within the Universities and existence of strategic plans.

Obstacles: lack of projects, lack of specific reading of the plan in the universities; tendency not to want to change, not to go in new directions; lack of skills, expertise, positions.

Opportunities: to use expertise of other universities and stimulate international mobility, but it is difficult.

Group 3 merged Planning and Mobility domains

Needs: divided in 3 themes

- Problem of doctoral schools and accreditation.
- Mobility.
- International agreements.

Internal resources: there are human and institutional resources, coming from countries and resources of certain universities; as own resources there is a great diversity of situations in the different universities. In the majority of francophone universities access for students is virtually free. In certain Anglo-Saxon type universities, student contributions are 40-50% of the fee.

Obstacles: limited abilities, lack of information, limited experience in doctoral training. Brain drain, limited communications languages level, ageing teaching body poses the problem of exchange. The difference in the programmes poses the problem in the Agreements.

Opportunities: financial resources come from the financiers. E.g. BM accepts to support the universities organised in the network. The same goes for Banque Africaine de Développement. Réseau Edulink could offer its expertise to the universities. Remote teaching methods, availability of scholarships, especially European ones, co-teaching of theses and PhD in sandwich courses.

3. Mobility

Group 1

Internal resources: existence of cooperation structures in universities with a minimum of subjects; existence of N-S and S-S inter-university cooperation programmes; common training programmes; co-tutoring of theses and common research.

Obstacles: lack of information, language problems, ICT; lack of financial resources and administrative sluggishness, such as delayed information which often arrives after the deadline.

Inadequate infrastructures and broadband problems. Non-dynamic websites. Poor organisation of the scientific activities. Resistance to introducing new TIC techniques.

Opportunities: Edulink network, to have the necessary information in time and allow the students to move and obtain scholarship; development of more important cooperation between N-S universities and also between some S-S universities. Organisation in a network will be profitable for our universities. This would be comparable to passing onto the level of RESAO, CAMES and SARUA networks.

Group 2

Internal resources: presence of internal officers, recurrent budgets of universities, offices in universities.

Obstacles: lack of experience and expertise; insufficient funds, competence, qualifications; problems of evaluation of diplomas from other countries; visa problems (very slow bureaucracy).

Opportunities: Edulink; using existing networks.

4. Access to international funding for education and research

Group 1 :

It was decided to reformulate the domain as « Training on bankable projects and on fund raising »

Internal resources: there are people with certain skills in drawing up banking projects in virtually all the universities; existence of cooperation services with a minimum of computer tools for access to internet.

Obstacles: absence of real experts: people are often trained on the job; the required ethics are not really known. Weak inter-university partnerships, above all regional, for drawing up the projects.

Opportunities: Edulink will allow training specialists; benefit from current networks like CAMES, SARUA; possibility of using N-S partnerships and inter-university cooperation.

Group 2

Internal resources: human resources and organisation in Universities; financial aid offices.

Obstacles : limited knowledge to write good proposals, lack of information on possibilities and requirements of the donors, political instability (donors move, leave the country...), bureaucracy, administrative procedures, customs (taxes on imported goods), unbalance between what we need and what the possibilities are.

Opportunities: aid agencies, NGO's, Embassies, foundations; through Internet, it's easier to know these possibilities.

Group 3

First of all the group defined the training needs: financial mobilisation, information on scholarships, good knowledge of the donors' regulations.

Internal resources: human resources, institutional resources, public financial resources, private resources, NGOs, belonging to the universities.

Obstacles: limited skills, autonomy and experience in the universities; financing conditioning; lack of information.

Opportunities: call for offers from different technical or financial institutions, provided they are informed; expertise of the universities; university members could offer consultation that should return the know-how to the universities, but this is not yet the case; Edulink; training and information sessions.

10:00

Activity 3: To investigate new cooperation opportunities

M. Bertoin informs that, due to yesterday session delay, we have to skip the first phase (Individual work). For the 2nd phase, participants, divided in 3 groups according to their working language (French, English, Portuguese), identify the strengths of one's own group, related to the 4 domains, and report them on a poster in plenary session. The discussion is going on smoothly and in a very productive way within the groups, without the translations that, during previous sessions, were interrupting it.

12:00

Activity 3.3: Plenary socialization session

The spokesman of each group presents the identified strengths and the connected opportunities of cooperation existing at level of linguistic region.

Francophone group

Language: a strength is the dominance of French, of training centres in French, a certain opening of mind to learn other than francophone languages.

Planning: existence of strategic plans in the universities (5-Year plan); human capital available for training in the strategic plans.

Mobility: presence of motivated human resources; existence of cooperation agreements, but which are sometimes «inactive». There are cooperation services, which are an important help and there is a structure that manages mobility.

Access to funds: very important financiers like AUF (Agence Universitaire de la Francophonie), CODESRIA, CUD, VLIR, CRDI (Canada). Moreover, bilateral cooperation that funds certain projects and the national budgets.

Lusophone Group

Language: existence of language courses in the Faculties, not in language centres. Availability of qualified staff. Some Bachelor programmes are offered in English and French.

Planning: existence of strategic plans that give a direction to the universities, and planning for their implementation and evaluation.

Mobility: there is a Lusophone University cooperation that organises conferences, workshops, etc.; there is a mobility plan in the Lusophone universities; there are cooperation services and mobility experience in the region; there are also the foreign students and professors in the universities.

Fund raising: identification of local government funds, or from private sectors or other financial institutes, in the same way as bilateral cooperation. The universities enjoy certain credibility with the donors. Presence of comprehensive source of funding and capacity to write proposals.

English Group

Language: existence of different language units. E-learning and language laboratories can promote language skills.

Governance: existence of University charter, of a democratic system; as far as the organization of Universities, there are academic freedom and autonomy, representation processes both within the University and, what is more important, outside it.

Planning: strategic short term or long term (5 years or even 4 phases of 5 years) plans do exist; there is a regular review of strategic plans. There are internal and external control processes, both in term of curricula evaluation and of performance review.

Fund raising: funds of different origins can be utilised: contributions from the State, the private sector, bilateral and multilateral cooperation; moreover personnel funds can be raised through the commercialisation of research outputs.

Discussion:

To discuss the results, some guidelines are proposed by facilitators in form of questions : could local (regional) strengths become a resource in a project, to give an answer to the formative needs? could being a member of the same linguistic group be a resource? the linguistic group could be a resource or could it lead to a separate way of action? with reference to the expressed strengths, would you re-adjust/refine the formative needs expressed before? And the key-questions? How will it be possible to reinforce the consolidated relationships among the different partners in the local “linguistic” territory and in other territories?

Mitiku Haile, Mekelle: we had 41 problems to start, which have been reduced to 9 and then to 4 “training domains” finally. There are local strengths at University, at country and regional level. Might be there is a need to revisit the other needs. Could we make a checklist and see if all needs have been addressed? Furthermore, we could emphasize local strengths and existing convergences.

J. Persens, Western Cape: in fact, African Universities have common trends and problems. Language doesn't matter: don't act too much as language groups. The more united they are, the better. Make sure that we make use of strengths that exists. In South Africa, for example, organization exists; workshops are held like how to run IRO, how to run an exchange programme, how to evaluate credentials. Theoretical presentations are also given: role of ICT, internationalisation@home. Don't stay in a corner and open to what other people propose. There must be a place for African way to deal with it, which is not yet the case in SA, where institutions are still too European.

L. Kaumba, Lubumbashi: when you find good things in others, then we should take the best features and get the benefits from their strong points.

F.H. Tall, Ouagadougou: we have learnt a lot about a lot of matters, notably the Bologna process. We are all in the same boat and we must work together. The southern universities must help each

other. We must offer the same quality of education. This project gives us the necessary tools to start working. It shows us what we can do together.

D. Breillat, Poitiers: some universities could be very good bridges. See the Lusophone colleagues: very impressive their knowledge in languages, which allows them to interact with francophone and with Anglophone Colleagues. See also RD Congo Universities: they are French speaking Universities and they are involved in SADC. Every University could be a bridge to make a strong network.

J. Sabakinu, Kinshasa: this seminar is the opportunity to share experience and knowledge, experiences full of hope. We hope this can make the network more dynamic. The universities have developed within different political contexts. Development models are never unique, but different: that can be considered a wealth. Meeting brings hope, because there is the possibility to create and dynamize network in diversity.

A.M. Gentili, Bologna: this meeting was important for us Europeans also. The idea of developing a network with equal partners is finally a reality. We have to bring this message to Europe: African Universities are equal partners.

Seminar final comments (P. Faggi, Padua): as coordinator of the AUDIS project, he would conclude saying that this workshop allowed the group to be formed. The needs assessment for training has been realized and Partners' own resources have been identified. It has been a long way since 2002: in those days, the Experts' missions to set up the feasibility study were primarily a collection of "shopping list", a common syndrome in the traditional University cooperation. Now, we reached an assessment of training needs, of course, but also an awareness of resources and strengths which are there, and that we can put together. Moreover, the most important result is that we know each other and we want to work together. We identified what must be done and we are ready to next steps. A warm and heartfelt thank to the Colleagues of the University Gaston Berger, in particular Abdoulaye Barry, a wonderful and committed local Convenor.

Appreciation to P. Faggi is made by Mitiku Haile.

Closing Address by UGB Rector, prof. Mary Teuw Niane: he mentions the role and structure of UGB, in a Country that is investing in High Education: recently, 4 new Universities have been set up in Senegal. The UGB, having nowadays 4500 students, wants to increase to 15.000, including 5000 on-line ones; most of all, it wants to reinforce quality assurance processes as well as to strengthen relations with external stakeholders. He acknowledges the relevance of the Seminar's topics: African Universities have weak resources and scarce funds. Now, they have to act to raise supplementary funds in a fast changing world. There is an absolute need of opening up, of interacting with other Partners to develop research and teaching capabilities.

15 :00

Next steps planning (P. Faggi, Padua, AUDIS Coordinator)

By the end of January, 2008, African Partners will receive a form – validated by the Steering Committee - for training proposals in European Universities, within the 4 "formative domains" which have been identified in this Seminar. The Steering Committee will meet in Brussels, around march, in order to finalise the proposals and to organise the training periods.

In June, a 3 day Seminar in KU Leuven will start the European activities of the Project, followed by the 15 day training period and a 3 day feed back Seminar in UC Louvain. It is very important that the African Partners representatives could spend the entire period in Europe, in order to maximise the effectiveness of the project.

Annex 1

Projet – Edulink – Project

AUDIS – African Universities International Dimension strengthening (2007-2009)

Needs Assessment Seminar Séminaire d'évaluation des besoins

Saint-Louis, Université Gaston Berger, dec. 3/5, 2007

Dear Participants,

According to the project's plan, this first Seminar aims to assess the training needs of African partners in terms of International relations. To this needs the project will try to answer in the following steps. With this objective, the Seminar will have four key notes speeches by experts, and after it will be organised in group works, in which participants will find out the problems and will start to identify possible answers. Participants will be directly engaged in fulfilling the task. We hope you will find it interesting and useful. Working languages will be English and French.

Chers Participants,

Ce premier Séminaire vise à évaluer les besoins en formations des Partenaires africains dans le domaine des Relations internationales. Sur la base des objectifs visés, nous entendrons quatre communications présentées par d'éminents spécialistes. Il sera ensuite organisé des groupes de travail dans lesquels les participants identifieront les problèmes et proposeront des solutions. Les participants devront donc aboutir à des résultats concrets. Nous espérons que vous trouverez le Séminaire intéressant et utile. Les langues de travail seront le Français et l'Anglais.

Pierpaolo Faggi
AUDIS project Coordinator

Abdoulaye Barry
Local Convenor

Programme

3 déc.

09.00 Bienvenue et interventions des Autorités (UGB)

10.00 Présentation d'AUDIS (P. Faggi)

10.30 Pause café

11.00 Exposé: Le processus de Bologna et les implications pour l'internationalisation (F. Sartor, Univ. de Bologna)

12.00 Exposé: Les Universités africaines face l'internationalisation: potentialités et problèmes (N. Matos, Fundação para o Desenvolvimento da Comunidade - Mozambique, ex –Secr. Gén. de l'Association des Universités Africaines)

13.00 Pause déjeuner

15.00 Exposé: L'action du CAMES vers l'Afrique anglophone et lusophone (M. Sall, Secrétaire Général du CAMES, Ouagadougou)

16.00 Exposé: Qualité, certification et accréditation: un défis pour l'internationalisation (G. Langouche, KULeuven, Président du Comité de pilotage du Groupe de Coimbra)

17.00 Visite de l'UGB

4 déc.

09.00 Travaux en groupe pour identifier les besoin formatifs (les partenaires africains, avec 2 animateurs/facilitateurs)

11.00 Pause café

11.30 Travaux en groupe

13.00 Pause déjeuner

15.00 Travaux en groupe

18.00 Fin des travaux

5 déc.

09.00 Travaux en groupe

11.00 Pause café

11.30 Restitution et discussion en assemblée plénaire

13.00 Pause déjeuner

15.00 Election du Comité de pilotage d'AUDIS (3 membres Africains et 3 Européens)

16.00 Planification des phase suivantes

18.00 Fin des travaux

Program

Dec., 3

09.00 Welcome addresses by Authorities (UGB)

10.00 AUDIS presentation (P. Faggi)

10.30 Coffee break

11.00 KN Speech: The Bologna process and its implications for internationalisation (F. Sartor, Univ. de Bologna)

12.00 KN Speech: African Universities coping with internationalisation : potentials and problems (N. Matos, Fundação para o Desenvolvimento da Comunidade - Mozambique, past Gen. Secr. Of the African Universities Association)

13.00 Lunch break

15.00 KN Speech: CAMES activities towards anglophone and lusophone Africa (M. Sall, CAMES General Secretary, Ouagadougou)

16.00 KN Speech: Quality, certification and accreditation: a challenge for internationalisation (G. Langouche, KULeuven, Chairman of the Coimbra Group Steering Committee)

17.00 Visiting UGB

Dec., 4

09.00 Group work to assess training needs (African partners with 2 facilitators)

11. 00 Coffee break

11.30 Group work

13.00 Lunch break

15.00 Group work

18.00 End of activities

Dec., 5

09.00 Group work

11.00 Coffee break

11.30 Feed back and discussion in plenary assembly

13.00 Lunch break

15.00 Election of AUDIS Steering Committee (3 African and 3 European members)

16.00 Next steps planning

18.00 End of activities