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# **ROLE AND CONTRIBUTION OF TERTIARY EDUCATION RESEARCH TO ACHIEVING EFA GOALS**

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# OUTLINE

1. Brief Background to ADEA-WGHE
2. Formative Research
3. WGHE Contribution to ADEA 2003 Biennale
4. **CRIQPEG Project**
5. CRIPQPEG Key Findings and Conclusions
6. Other Areas of research
7. Way Forward



# WGHE BACKGROUND

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- One of 12 ADEA Working Groups
- Established in 1989 to Support the revitalization of TE in Africa
- Coordinated by World Bank until transfer to AAU in May 2002 and
- Coordinator and Assistant appointed

# WGHE MISSION AND VISION

## Mission:

- A 'broker' of ideas and a forum for knowledge sharing, whose audience will be the diverse stakeholders of higher education in Africa, and whose programme strategies comprise analysis, advocacy and capacity building through experimentation and testing of small-scale ideas and innovations through networking with pan-African institutions at sub-regional levels

## Vision:

- A community of diverse tertiary education institutions that work in partnership with each other and with interested stakeholders to further their collective contributions to national and regional development in Africa.



# WGHE GOVERNANCE

## STEERING COMMITTEE

Tertiary education institutions:

**universities**

**Polytechnics**

**teacher education**

Policy makers and technical government officers

Donor Agencies who support T.E in Africa

Strategic Partners



# WGHE PROGRAM STRATEGY

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- Analysis of key issues
- Advocacy
- capacity building
- Organizing Annual Forums

Strategic Plan (2003-5)

Strategic Plan (2007-9)



# FORMATIVE RESEARCH

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- Aims at improving activities
- Calls for rethinking
- Basis for developing effective strategies
- Helps define content of an intervention
- Allows for stakeholder participation
- Occurs before a program is designed, while being implemented and end of project to inform future phases



# FORMATIVE RESEARCH (2)

- Defines understanding of diverse stakeholders
- Identifies interventions that are specific to needs
- Ensures interventions are acceptable and feasible
- Helps improve relationships
- Should be integral to developing EFA interventions



# WGHE CONTRIBUTION ADEA 2003 BIENNALE

## Case Study:

- Center for Improving Quality of Primary Education in Ghana (CRIQPEG)
- University of Cape Coast
- Institute of Education of the Faculty of Education
- Collaborating with the Teacher Education Division of the Ghana Education Service (MoE) with
- Funding from USAID



# PROJECT ORIGIN AND IMPLEMENTATION

- 1990-USAID Improving Education Quality (IEQ) Project Phase 1 and 2 in Africa and Asia

## **Main Objectives:**

- Improve quality of primary education through **classroom-based research**
- Understand how and why classroom-based interventions influence pupils' performance and school management



## PROJECT ORIGIN AND IMPLEMENTATION (2)

- Investigate instructional processes
- What impacts teaching, learning and school management
- Create opportunities for dialogue between researchers, policy makers and schools
- Interrogate the national language policy
- Promote attitudinal change among stakeholders
- Provide baseline data and document lessons learned



# SOME KEY FINDINGS

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- Lack of basic instructional materials, in particular, textbooks
- Inadequate exposure to print materials
- Inadequate allocation of time to reading
- Lack of library facilities
- Low language proficiency
- Lack of acceptance/support for national language policy
- Ineffective teaching methods and practices
- Generally poor attitudes and low moral among teachers and learners
- Overall low education achievement scores



# OTHER AREAS OF RESEARCH

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- **Teacher training (pre, in-service, post)**
- **Assessment and Evaluation**
- **Community participation**
- **Quality**
- **Policy and planning**
- **Donor contribution and impact**

# WAYFORWARD (WGHE-AAU- IAU)

- A call for proposals to institutions to document existing research initiatives
- Map areas of research and disseminate electronically
- Identify gaps in research
- Propose recommendations to:
  - ✓ Education Policy-makers
  - ✓ Institutions (e.g. to est. research units)
  - ✓ Partners
  - ✓ Researchers



# WAY FORWARD (Policy Level)

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- Continuous research
- Continuous curriculum review and assessment
- Improve teacher training and development
- Improve community participation
- Improve supervision
- Increase policy dialogue
- Increase investments in facilities and human resource
- Increase recurrent expenditure
- Increased partnerships and funding base
- Enhance tertiary education's research and policy development role



# WAY FORWARD (TE Institutions)

- Create institutional awareness and understanding of EFA goals
- Define TE role and contribution to EFA goals
- Identify and focus on specializations and niche (curriculum, training, policy, gender, HIV, ICT)
- Review / develop institution-specific research policy which includes EFA goals
- Mobilize required partnerships and resources
- Document and disseminate research results and outputs (web-sites, CD-ROMs etc.)



# WAY FORWARD (Partners)

- Continuous Advocacy for links and holistic approach to education development
- Create/support forums for knowledge and information sharing and policy dialogue
- Support capacity building through technical assistance, training and exchange visits
- Provide research funding
- Support monitoring and evaluation processes