



COMMISSION
FOR
HIGHER EDUCATION

STAKEHOLDERS WORKSHOP ON ENHANCING QUALITY IN HIGHER EDUCATION IN KENYA

PROCEEDINGS OF THE WORKSHOP HELD AT
KENYA COLLEGE OF COMMUNICATION AND TECHNOLOGY
FROM 13TH TO 15TH AUGUST 2008



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WITH FUNDING FROM UNESCO

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“As Aristotle said: ‘An examination of a knife would reveal that its distinctive quality is to cut, and from this we can conclude that a good knife would be a knife that cuts well’ I beg to move that the same applies to educational institutions and programmes! [in higher education]”

(Prof. Crispus M. Kiamba, 13th August 2008)

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FOREWORD

The number of universities in Kenya has grown from one (1) in 1970 to thirty (30) by May 2008. They consist of seven (7) public universities, eleven (11) private chartered universities, eight (8) private universities operating with Letters of Interim Authority and four (4) registered private universities.

The rapid expansion in numbers and size of universities in Kenya has brought new and emerging challenges to governance, management, accreditation and quality assurance. As a result, fundamental changes have taken place in the relationship between the state, the universities and the Commission for Higher Education as an accrediting and quality assurance body in higher Education. The development of university education in Kenya has been complicated further by globalization and liberalization of higher education. This has increased the impetus of cross-border provision of higher education with new modes of delivery. This has led to difficulties in assuring quality of the education being provided.

In view of the foregoing, the Commission for Higher Education as a quality assurance body in Kenya has come under pressure to review its quality assurance instruments, procedures and processes in order to accommodate the diverse providers and modes of delivery of higher education and make provisions for effective ways of assuring quality in both private and public universities. The Commission for Higher Education therefore provided the much needed forum in form of a Stakeholders workshop.

The proceedings of the **Stakeholders Workshop on Enhancing Quality in Higher Education in Kenya**, is a record of the first step towards a joint approach to addressing the challenges of regulating, accrediting and assuring quality in the rapidly expanding globalized higher education sub-sector. This stride is inevitable in the current global knowledge-based economy.

It is my hope that the outcomes and outputs of the workshop that are contained herein will go a long way in enhancing quality in higher education not only in Kenya, and the Region, but also in the entire world.

PROF. KIHUMBU THAIRU
CHAIRMAN
COMMISSION FOR HIGHER EDUCATION

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The Stakeholders Workshop on Enhancing Quality in Higher Education in Kenya would not have been possible without the support of UNESCO. The Commission for Higher Education is therefore grateful for the support accorded to it by UNESCO in its endeavour to enhance quality of higher education in Kenya.

I thank the Kenya National Commission for UNESCO, the Ministry of Higher Education, Science and Technology and the Ministry of Education, for the guidance, facilitation and invaluable advice provided during the planning and implementation of the workshop.

My appreciation goes to the resource persons who presented well researched papers and willingly shared their wealth of knowledge with stakeholders in higher education in Kenya during the Workshop. The wealth of knowledge generated will go a long way in giving informed direction on the way forward in quality assurance in higher education in Kenya.

The workshop would not have been successful without the active and interactive participation of the participants. I thank them for sharing their invaluable ideas and experiences.

I take this opportunity to thank the Kenya College of Communications and Technology who provided the venue for the workshop and accommodated the participants.

Finally, these proceedings would not have been produced without the diligence of the Planning Committee, Rapporteurs, and the proceedings compilation team. The Commitment, dedication and valuable contribution of each member is highly appreciated.

PROF. EVERETT. M. STANDA MBS
COMMISSION SECRETARY/CHIEF EXECUTIVE OFFICER

ACRONYMS AND ABBREVIATIONS

AAU	-	Association of African Universities
ARWU	-	Academic Ranking of World Universities Association
CATS	-	Credit Accumulation and Transfer System
CCI	-	Correspondence Course Institute
CHE	-	Commission for Higher Education
DEC	-	Distance Education Council
EAST	-	East Africa School of Theology
EL	-	Electronic Library
ET	-	Entrepreneurship Training
FTSE	-	Full Time Student Equivalent
GATS	-	General Agreement on Trade in Services
H.E	-	Higher Education
H.E.I	-	Higher Education Institution
HELB	-	Higher Education Loans Board
ICT	-	Information Communication Technology
IFMSA	-	International Federation of Medical Students' Associations
IGNOU	-	Indira Gandhi National Open University
IREG	-	International Ranking Expert Group
IUCEA	-	Inter -University Council of East Africa
KCCT	-	Kenya College of Communications and Technology
KENET	-	Kenya Education Network
KHBC	-	Kenya Highlands Bible College
LIA	-	Letter of Interim Authority
MOH	-	Ministry of Health
MRCI	-	Mobilizing Regional Capacity Initiatives
NEGST	-	Nairobi Evangelical Graduate School of Theology
NIST	-	Nairobi International School of Theology
NRC	-	National Research Council
NUC	-	National University Council
ODL	-	Open and Distance Learning
OU	-	Open University
PSSI	-	Post Secondary School Institution
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
SAR	-	Self Assessment Report
SJTU	-	Shanghai Jiao Tong University
STRIDE	-	Staff Training and Research Institute of Distance Education
THES	-	Times Higher Education Supplement
TIVET	-	Technical Industrial Vocational and Entrepreneurship Training
UNESCO	-	United Nations Educational, Scientific, Cultural and Organization
USNWR	-	United States News and World Report
WHO	-	World Health Organization
WFME	-	World Federation of Medical Education
WIF	-	Web Impact Factor
WMA	-	World Medical Association
WTO	-	World Trade Organization

EXECUTIVE SUMMARY

Between 13th and 15th August 2008, the Commission for Higher Education (CHE) organized a three (3) day workshop for stakeholders to deliberate on best practice in accreditation and quality assurance in higher education in Kenya. The workshop, whose main focus was on university education, was funded by UNESCO. The theme of the workshop was: **“Enhancing Quality in Higher Education in Kenya”**. The participants comprised of vice-chancellors, Managers and other stakeholders in higher education in Kenya and the East African Region. The resource persons were drawn from among prominent academicians, professors and practitioners in higher education from Kenya, Uganda, Ghana and India.

The workshop addressed the following topics in papers presented by resource persons, and in plenary and group discussions:

- a) What is a University?
- b) Who Should Teach in a University?
- c) Electronic Libraries in University Education and Quality Assurance.
- d) Standards and Guidelines for Distance and Open Learning.
- e) Purpose and Process of Accrediting of Universities.
- f) The Role of Professional Bodies in Quality Assurance.
- g) Ranking of Universities.

The following were considered a basis for best practices in accreditation and quality assurance in Kenya:

- a) Enhancing the use of “Fitness-For-Purpose” as opposed to the standards-based approach to accreditation and quality assurance in university education;
- b) Creating national and regional collaborations and networks in the university setting in light of the emerging challenges posed by globalization, liberalization and commercialization of university education;
- c) Embracing the culture of both internal and external quality assurance at programme and institutional levels;
- d) Developing standardized instruments for accreditation and quality assurance by professional bodies to precede the institutional and programme accreditation;
- e) Harmonizing quality assurance mechanisms of institutions of higher learning, professional bodies and external quality assurance agencies;
- f) Recruiting of holders of credible doctorate degrees as university “teachers”;
- g) Creating fully equipped electronic libraries in addition to maintaining the “traditional libraries”;
- h) Using multiple strategies and approaches (online and offline) in the development of Open and Distance Learning systems in Kenya;
- i) Establishing formal linkages and networks of external quality assurance agencies at regional and international levels; and

-
- i) Embracing ranking of universities as one of the marks of quality, using benchmarks, criteria and indicators developed by Kenyan universities;

Benchmarks

It was agreed that ranking of universities should focus on institutional and programme accreditation status.

Criteria

The following indicators of ranking of universities were suggested:

- i) Governance of the university;
- ii) Existence and compliance to university strategic plan;
- iii) Existence of international linkages;
- iv) Funding levels;
- v) Quality of academic staff;
- vi) Existence and adherence to staff development policy;
- vii) Staff turnover;
- viii) Research and publication;
- ix) Number of recognized academic programmes offered by the university;
- x) Stability of the university calendar;
- xi) Available physical facilities;
- xii) Maintenance of physical facilities;
- xiii) Students welfare facilities and services;
- xiv) Student' drop-out/push-out rates;
- xv) Job placements; and
- xvi) Community outreach programmes and services.

Management of Ranking of Universities in Kenya

It was agreed that the Commission for Higher Education undertakes the responsibility of managing the ranking of universities in Kenya.

Monitoring Activities on Enhancement of Quality in Higher Education in Kenya

The Commission for Higher education was mandated to organize a regular forum to monitor the progress of the implementation of the workshop recommendations.

PART I

1.0 INTRODUCTION

1.1 Background to the Workshop

Liberalization of higher education has posed a great challenge to quality assurance agencies globally. The Commission for Higher Education (CHE) as a quality assurance body in higher education in Kenya has been under pressure to review its rules, standards, guidelines, questionnaires (institutional self-assessment), criteria and processes so as to accommodate diverse providers of higher education. In order to address these challenges, the Commission deemed it necessary to provide a forum for stakeholders to deliberate on best practices in quality assurance in higher education. The workshop theme: **"Enhancing Quality Assurance in Higher Education in Kenya."** was thus adopted. Following this, the Commission for Higher Education wrote a proposal and secured funding from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) for the foreseen forum.

1.2 Purpose

The purpose of the workshop was to provide a forum for stakeholders to discuss and agree on best practices in quality assurance in higher education and to come up with a way forward.

1.3 Objectives

The objectives of the workshop were to:

- a) Provide a forum for stakeholders to deliberate on issues concerning quality in university education;
- b) Share best practices and benchmarks for assessing quality in university education; and
- c) Develop criteria for ranking universities in Kenya.

1.4 Justification

The rapid expansion, size and complexity of university education in Kenya, has brought new and emerging challenges in governance, management and quality assurance. As a result, fundamental changes have taken place in the relationship between state, the universities and the Commission for Higher Education as the quality assurance body in higher education in Kenya.

Although the Commission is currently restricted to ensuring quality in private universities, the public universities will soon be subjected to external quality assurance. This will result in massive workload for the Commission. The Commission must therefore build its capacity and competences to cope with anticipated added functions. Most importantly, the Commission needs to review the standards, guidelines and processes to be effective. The situation has been further complicated by globalization and liberalization of university education, new modes of delivery, and the declaration of education as a commodity to be traded in. This has led to difficulties in ensuring quality of education being provided.

In Kenya, globalization of higher education is evidenced by an influx of foreign institutions offering higher education through a variety of modes of delivery, multiplicity of academic

programmes and qualifications, and increased number of students seeking education outside Kenya. This trend has posed challenges in ensuring quality of programmes offered creating problems of recognition and equation of qualifications. It also underscores the need to ensure that Kenyans seeking higher education are admitted in recognized and accredited institutions.

Inadequate financing of higher education institutions has caused constraints on physical facilities, staff development, research, students' services, library services, staff remuneration and investment in new technologies.

In a bid to re-invent themselves, public universities have adopted innovative ways of expanding access through establishment of and affiliation with colleges, schools, institutes and satellite campuses. They have also introduced programmes for self-sponsored students in order to maximize the use of available capacity and meet Kenyans demand for university education. At the same time universities have broadened their financial base by expanding income-generating services. These new developments have, however, posed challenges to existing management structures for ensuring quality in these institutions.

Although universities are best placed to undertake research, their research output has been low. Further, utilization of research has been weak. This has impacted adversely on university-industry linkages resulting into low level of Research and Development. This has resulted to low ranking of African universities since research is one of the critical issues considered in ranking universities.

Information and Communication Technology (ICT) presents opportunities that higher education providers in Kenya are yet to fully exploit for efficient management, increased access and better delivery of quality higher education. This has been hampered by lack of ICT policies at both sectoral and institutional levels, inadequate infrastructure and lack of capacity in development of study materials. This poses challenges to networking with other institutions for purposes of international bench marking, and quality of education provided. Most Kenyan universities, however, have put in place some ICT systems and through KENET, they have linkages with each other and the Commission for Higher Education in terms of accessing and sharing information. The Commission can now take advantage of this opportunity to assess quality in both public and private universities. This necessitates that the standards, guidelines, benchmarks and best practices must be agreed upon between the external quality assurance agency (Commission for Higher Education) and the stakeholders (universities).

It is the wish of the Commission for Higher Education that universities consider a coordinated approach that would lead to the development of best practices in quality control and assurance in Kenya.

1.5 Expected Outcomes

The expected outcomes of the workshop were:

- a) Improvement on the application of best practices in quality assurance and accreditation in university education; and
- b) Initiation of the process of ranking universities in Kenya.

1.6 Expected Outputs

The expected outputs of the workshop were:

- a) Documentation of best practices in quality control and assurance in university education; and
- b) Draft benchmarks and criteria for ranking universities in Kenya.

1.7 Resource Persons

The resource persons were drawn from among prominent academicians, professionals and practitioners in higher education. They comprised of:

- a) The Chancellor of Moi University, and Professor Emeritus of Maseno University;
- b) The Coordinator for Mobilizing Regional Capacity Initiatives (MRCI) in the Association of African Universities, Accra, Ghana;
- c) The Executive Secretary of the Inter-university Council for East Africa (IUCEA);
- d) A Professor of Distance Education in the Staff Training and Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University (IGNOU), India;
- e) The Secretary to the Commission for Higher Education, a practitioner of external quality assurance for institutions and programmes in higher education in Kenya;
- f) A Professor and practicing Consultant Cardiothoracic Surgeon, the Chairman of the Education and Specialist Recognition Committee of Medical and Dentist Practitioner's Board; and
- g) A holder of a doctorate degree in Library Information Sciences, with a wealth of knowledge and experience in the management of both traditional and electronic libraries, University Librarian of United States International University (USIU), Kenya.

1.8 Participants

The workshop participants comprised of managers and other stakeholders in higher education in Kenya and the East Africa Region. They included:

- a) The Chief Executive Officer of the Inter-University Council for East Africa;
- b) The Chief Executive Officers (East African) Regional Accrediting Bodies;
- c) Ministry of Higher Education, Science and Technology;
- d) Officials of the Ministry of Education;
- e) Senior Officers of the Commission for Higher Education;
- f) Senior Officers of the National Commission for UNESCO;
- g) Vice-Chancellors of recognised Kenyan universities;
- h) Deputy Vice-Chancellors (Academic) in recognized Kenyan universities; and
- i) Representatives of Professional bodies;

1.9 The Proceedings

These proceedings are divided into six (6) parts and the appendices. The introduction constitutes Part I of the proceedings. The highlights to the presentations are in Part II, while the papers presented during the workshop are in Part III. Part IV contains the Official Opening and Closing sessions, remarks and speeches. Part V and VI contain the workshop outputs and the way forward respectively. The appendices include the workshop programme, registration form, and list of participants, presenters, rapporteurs, support staff, planning committee members and workshop evaluation.

PART II

2.0 HIGHLIGHTS TO THE PRESENTATIONS

These highlights contain the summary of each presentation and the interventions from the participants. The latter were from both group discussions and the plenary sessions.

2.1 Keynote Address and Opening

2.1.1 Definitions

a) Quality means different things to different people and is relative to processes or outcomes. In higher education, quality is perceived as a synthesis of conformity, adaptability and continuous improvement.

b) Quality Assurance (in higher education) is the means by which an institution or a quality assurance agency (QAA) can guarantee that the standards and quality of educational provisions are being maintained and / or enhanced. Quality assurance relates to a continuous process of evaluating the quality of a higher education system, institution or programme.

Quality assurance in higher education should be both external and internal:

i) Internal Quality Assurance refers to each institution's policies and mechanisms for ensuring that it is fulfilling its own purposes as well as the standards that apply to higher education in general or to the profession or discipline in particular; and

ii) External Quality Assurance refers to an external body, which may be a Quality Assurance Agency which assesses its operations or that of its programmes in order to determine whether it is meeting the standards that have been agreed on. In Kenya such organizations/bodies include CHE and the proposed TIVET authority.

c) Quality Enhancement refers to the process of positively changing activities in order to provide for a continuous improvement in the quality of institutions.

d) Accreditation is a process by which a government or quality assurance agency evaluates quality of a higher education institution as a whole or a specific educational programme in order to formally recognize it as having met certain predetermined criteria or standards.

2.1.2 Challenges to Quality Assurance in Higher Education

a) Globalization of Higher Education

Higher education is becoming more competitive and globalized. Competition in higher education affects both public and private institutions. In addition, many foreign universities are trading in education services within the country. Kenyan universities should also seek to extend their educational services across the borders. There is therefore need to regulate higher education so that Kenyan universities can compete favorably within the global setting.

In order to participate effectively in the global market of education services, Kenyan universities have no choice but to collaborate nationally, regionally and internationally

with a view to getting common education spaces in higher education.

b) Approaches to Quality Assurance

There are two main approaches to quality assurance in higher education: Standards-based approach and "Fit- For- Purpose" approach. The approach of compliance to standards (Standards-based approach) is extensively used in Kenya as opposed to the "Fit-For-Purpose" approach which relies on achievement of pre-determined objectives.

Do we have the capacity, within CHE and other existing quality assurance government departments, to effectively apply the standards-based approach in view of the rapidly expanding higher education sub-sector or should we set up other bodies such as the proposed TIVET authority to assist? There is need to re-think the Kenyan approach to quality assurance in higher education taking cognizance of best practices in other countries and organizations.

c) Internal Quality Assurance Especially in Public Universities

Internal quality assurance processes in universities are either weak or are not undertaken at all due to *inter alia*:

- (i) Financial constraints;
- (ii) Failure to keep abreast with new approaches to learning and teaching such as the use of the latest technology, more specifically in ICT; and
- (iii) Increased workload on lecturers because of enormous number of students especially with the expansion of parallel/module two degree programmes.

The universities should pay great attention to internal quality assurance while CHE concentrates on the external quality assurance.

d) Role of Professional Bodies

The role of professional bodies is to:

- i) Accredit professional programmes in universities;
- ii) Offer professional support to graduates of professional courses; and
- iii) Participate in development of curriculum for professional courses in universities.

There have been notable conflicts between the universities and professional bodies. The CHE should provide leadership to ensure the contradictions between the universities and professional bodies are addressed.

e) Recognition and Equation of Foreign Qualifications

Commission for Higher Education has machinery for recognition and equation of foreign qualifications both at the programme and institutional level. None the less there are still many institutions purporting to be accredited to offer higher education. They have deceived many students, parents/guardians and sponsors and posed a challenge to quality education. There is need to devise innovative mechanisms of addressing this problem.

f) Instilling a Culture of Quality

The culture of quality must be engrained in an institution. It should also be built into the national culture. Universities must be at the fore front in providing leadership in this culture of quality.

g) Performance Contracting

Higher education institutions are involved in the government of Kenya performance contracting process. However, performance contracting still needs to be sharpened to capture various aspects in higher education. Universities should assist the government to improve the methodology and tools being used as a way of reforming and making the process more efficient noting that they (public universities) are in their third cycle of performance contracting.

h) International Standards Organization (ISO) Certification

The ISO certification has fundamentally been a private sector affair, but it is becoming a public sector affair too especially in Kenya. Three Kenyan universities namely: Strathmore University, Kenyatta University and University of Nairobi are already ISO certified. The rest of the universities should emulate this since ISO is a mark of quality and a step towards international standards.

i) Ranking of Universities

Ranking of Universities has become a national, regional and global issue. However, there are no internationally agreed criteria for ranking universities. Ranking of universities has gained importance as one of the measures for enhancing quality. In addition, governments worldwide are currently using ranking as a basis for funding universities. There is need to engage the Kenyan government in ranking of universities for improved quality and funding.

j) The Myth of C+ as a Basis for University Admission

Kenyan universities should expand their admission criteria from academic qualifications only to include skills and competencies as is the case in other parts of the world.

2.2 What is a University?

“Real Universities are the engines of economic growth without which Civil Society would wither and social justice would be impossible”

(Prof. Chacha Nyaigotti-Chacha 13th August 2008)

2.2.1 Summary of the Paper

a) Definition

There is no universally accepted definition of a **university**. The word university is derived from the Greek word **univasitas** which means totality or wholeness. It refers to a community of teachers and scholars. It implies the study of all that is relevant and an acceptance of all types of pursuit of knowledge.

An educational institution can be a legitimate university with one or many colleges. It can have one or many disciplines.

Generally, universities are organized in diverse ways. However, each university should

at least have a Board of Trustees/Council, Chancellor/President and Senate. A university should comprise of students, faculty such as professors and lecturers, and administrators such as vice-chancellors/rectors and deans and registrars. All universities should also have grounds and/or buildings.

b) Purpose of a University

Traditionally the purpose of a university was teaching, research and community service, currently the university has the added role of shaping a civilized and democratic society. Therefore a university should:

- i) Liberate the mind;
- ii) Generate, process, disseminate and preserve knowledge;
- iii) Undertake research and mount programs that are beneficial to society;
- iv) Participate in social transformation, economic modernization, training and upgrading the total human resources of a nation;
- v) Contribute in shaping a democratic, civilized and inclusive society;
- vi) Develop scientific expertise; and
- vii) Contribute to cultural and regional development.

c) University Education in Kenya

University education in Kenya has grown from the Royal Technical College, a College of the University of East Africa, in 1956 to seven (7) public and nine (9) chartered private universities in 2007. It is evident that the growth of university education in the last three decades has been tremendous.

There are however many challenges that still face the sub-sector. These include:

- i) *Parallel Degree Programmes*
 - Establishment of university campuses that may not be conducive to university level study;
 - University "teachers" who are not committed to any institution as a result of taking up part-time work in several institutions;
 - Commercialization of education in the public universities, which is likely to compromise on quality.
- ii) *Private Universities*
 - Those who can afford to pay manage to access education thus increasing inequity in access to higher education; and
 - Great emphasis on marketable courses at the expense of nationally strategic programmes such as Medicine and Engineering.
- iii) *Accreditation and Quality Assurance*

Public universities, which are self-accrediting institutions are not subjected to external quality assurance mechanisms.
- iv) *Funding*

Funding that is done through HELB is directed to specific universities rather than students and programmes. This restricts student's choice in terms of universities and programmes of study.

v) Access

- Students from low-income backgrounds continue to be under represented in higher education;
- The computer-based selection criteria denies access to applicants who may have been admitted if entrance/placement examinations were also used; and
- Inadequacy of opportunities in part-time classes has contributed to limited access to higher education to the working class.

vi) Technology

The use of technology in provision of education through the Distance Learning Mode has been complicated by the existence of a variety of university institutions some of which do not even have physical locations. It is therefore difficult to ascertain their quality.

2.2.2 Interventions

- As at May 2008 there were eleven (11) private Chartered universities in Kenya.
- University research should be aimed at solving societal problems; and
- A university should:
 - Be a place for nurturing creativity; and
 - Meet legal requirements.

2.3 Who is Qualified to Teach in a University?

“Besides intelligence,..... universities must also look for creativity, innovation, and problem-solving qualities among its teachers. The university teachers should be those who can find new problems in old ones;... think divergently instead of convergently, and.....solve novel problems in creative ways”

(Prof. Bethwell Ogot 13th August 2008)

2.3.1 Summary of the Paper

- There is a general consensus in Kenyan public universities on who should teach, in these institutions. Generally, holders of Doctorate degrees are expected to be the university “teachers”;
- There are set criteria for recruiting university “teachers”, in the public universities in Kenya. These criteria have not strictly been adhered to;
- In many universities in Kenya holders of masters degrees form the bulk of the teaching staff however they are required to register for and begin working for their doctorate degrees in order to continue holding their teaching positions;
- There is need to vet the content of the post graduate programmes of the university teaching staff in order to ensure that it is of acceptable academic standards for effective university teaching;

-
- e) The university teachers should be those who find new problems in old ones, think divergently instead of convergently and solve novel problems in creative ways; and
 - f) Those who besides being intelligent are creative inventive and can solve problems like *Galileo*, a re-known 16th Century, self- taught mathematician of Italy.

2.3.2 Interventions

- a) The Senate should determine who teaches in a university;
- b) A university “teachers” should ideally be a holder of a Doctorate degree, however there should be room for the talented persons such as *Galileo*;
- c) In a number of the professional disciplines such as Medicine, engineering and Law, holders of masters degrees are offered teaching positions in recognition of their professional expertise;
- d) Although there are set criteria for recruiting university “teachers”, Kenyan universities have not strictly adhered to the criteria. This is likely to impact negatively on quality in higher education. Therefore corrective measures should be taken;
- e) There is need to grade university professors in Kenya in recognition of their experiences;
- f) Kenyan universities should strive to hire teachers who can initiate and undertake research;
- g) University “teachers” should be academicians who are experienced in their field of study and interested in teaching and have pedagogical skills;
- h) University “teachers” should be academicians who are able to fit into the mission of the university; and
- i) University “teachers” should be knowledgeable in their subject area, have evidence of research and continuous linkage to industry.

2.4 Electronic Libraries in University Education and Quality Assurance

"The book is here to stay but it is only moving electronically"

(Dr. Sophia Kaane 13th August 2008)

Summary of the Paper

- a) University libraries have for long been considered to be the 'heart' of the university;
- b) Electronic libraries are very important but will not replace traditional libraries soon;
- c) Electronic libraries were defined as, "Libraries in which large numbers of geographically distributed users can access the contents of large and diverse repositories of electronic objects – networked text, images, maps, sounds, videos, catalogues of merchandize, scientific, business and government datasets – they also include hypertext, hypermedia and multimedia compositions" (Sreenivasulu, 2000);
- d) An electronic library is an academic resource center for training and educating quality and relevant graduates;
- e) Universities should strive towards creating fully equipped electronic libraries. They must also work towards embracing the latest technology;
- f) The fact that access to library electronics resources is unbounded by space or time is a major boon to distance education programs in higher education institutions;
- g) An electronic library should have appropriate electronic resources and sufficient numbers of electronic resources, such as e-books and e-journals; and
- h) The initial cost of automation, high cost of ICT infrastructure, subscription to e-resources, and their sustainability has posed a challenge to establishment of electronic libraries.

2.4.1 Interventions

- a) The electronic/digital libraries are not a replacement of the traditional libraries. "The book is here to stay but it is only moving electronically".
- b) Libraries should change their focus from ownership to access. Hence, users should be able to access library resources from anywhere.
- c) Rate of utilization of digital libraries is hampered by power outages and inadequacy of bandwidth. KENET is addressing the latter. In addition, installation of the optic fiber will enhance the bandwidth.
- d) The CHE Standards and Guidelines for University Libraries in Kenya that were revised in June 2007, provide specifications for both traditional and electronic libraries.

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- e) The Consortium of Kenya University Librarians, facilitates access to online journals, hence reducing the financial cost of the journal. Licensing agreements have been made with publishers on how to use the resources with a view to respecting copyrights.
 - f) There is need to blend the traditional libraries with the electronic libraries. Indeed the best option for a university would be a "hybrid library".

2.5 Standards and Guidelines for Distance and Open and Distance Learning: "The India Experience"

2.5.1 Summary of the Paper

- a) India's higher education is one of the biggest in the world with 400 universities and 18,000 colleges.
- b) Due to the increased demand for higher education in India and the escalating associated costs the government had to seek alternative ways to enhance access at affordable cost. This resulted in the birth of Open and Distance Learning in India, which has developed in three phases, namely:
 - i) **Phase I: Correspondence Education (1960s)**
 - Correspondence Education started in 1962 at the University of Delhi;
 - To date, India has 140 correspondence institutes/ directorates of Distance Education that are located in conventional universities;
 - This expanded access to higher education to a diverse number of persons; and
 - Its main weakness is the lack of autonomy to design programmes. This could have a negative impact on quality of the programmes.
 - ii) **Phase II: Distance and Open University System (1980s)**
 - The first Open (provincial) University was established in 1982 in Hyderabad;
 - The Indira Gandhi National Open University (IGNOU) was established in Delhi in 1985 by an Act of parliament. IGNOU was to act as a University and also as an apex agency to coordinate, promote and maintain standards in distance and open learning in India;
 - For IGNOU to operationalize its role as an apex agency, it established the Distance Education Council (DEC) in 1992. The Vice-Chancellor of IGNOU is also the Chairman of DEC;
 - The role of DEC is to formulate guidelines for among others, the development of course materials and their quality and the assessment/recognition and accreditation of Distance Education institutions;
 - The dual role (provider and regulator of ODL) of IGNOU is likely to result in conflict of interest.
 - iii) **Phase III: Competitive/Market Orientation ODL System (2005)**
 - In 2005, private players entered the ODL system and started offering market oriented courses that were highly priced and had little or no regard to social agenda;
 - Since then ODL has become very competitive hence quality of programmes has become the key to survival; and
 - The Government continues to subsidize ODL through its own institutions.

c) Lessons learnt

- i) Countries wishing to establish ODL should not reinvent the wheel but learn from experiences of other countries;
- ii) Development of any ODL system should be based on sound policies and objectives;
- iii) Any successful ODL system should employ multiple strategies and approaches, both offline and online; and
- iv) The main role of an apex body should be quality improvement rather than quality control.

2.5.2 Interventions

- a) Where as Open Learning refers to the policy of administration of education services through the Distance Learning Mode, Distance Learning refers the mode of delivery where the learners are separated from the teachers/instructors;
- b) ODL provides expansion of access to higher education;
- c) ODL cuts costs of education where it is subsidized by the government in state institutions but the private providers tend to charge higher fees;
- d) Expansion of ODL programmes could create a challenge of credibility of credentials, which can be overcome by creation of a National apex body supported by regional centers, to oversee quality assurance;
- e) In order to ensure credibility in ODL in India, each student is assigned to a local guide at a study center. Students' research proposals are approved by IGNOU headquarters. Students are called upon to defend their projects before a panel to confirm originality;
- f) Standards and Guidelines for ODL should be the same as the ones used for face to face delivery of education and training;
- g) Experience has shown that ODL is applicable to both Arts and Science-based disciplines. The latter is made possible by collaborations with established, credible institutions or organizations; and
- h) Participation of private providers of ODL leads to competition, which in essence demands for quality for institutional survival.

2.6 Purpose and Process of Accreditation of Universities

“Quality assurance requires a concerted effort between individual institutions, regulatory bodies and government. Success is mainly achieved if there are set goals, objectives, rules and minimum standards to be achieved/adhered to by all who aspire for quality”

(Prof. Everett M. Standa 14th August 2008)

2.6.1 Summary of the Paper

a) Definition of terms

- i) **Accreditation** is a **process** by which a Government or a **quality assurance agency** evaluates the quality of a **higher education institution as a whole** or a specific educational **programme** in order to formally recognize it as having met certain **predetermined minimum standards or criteria**. The result of this process is usually the awarding of a status of recognition, and sometimes license to operate within a time-limited validity;

In Kenya (CHE) accreditation means public acceptance and confirmation as evidenced by awarding of Letter of Interim Authority (LIA), a Charter or Certificate of Re-Inspection, that an institution meets and continues to meet academic standards set by the Commission.

- ii) **Quality** means different things to different people and is relative to processes or outcomes. Quality in higher education is perceived as consisting of a synthesis of conformity, adaptability and continuous improvement.
- iii) While **Quality Control** checks whether activities were carried out as intended, **Quality Assurance** is a continuous process by which an institution guarantees that standards and quality of its educational provisions are being maintained and enhanced.
- iv) **Quality Audit** is the process of quality assessment by which an external body assures that the institution or programme quality assurance procedures, or the overall (internal and external) quality assurance procedures of the system are adequate and are being carried out. In Kenya this is referred to as Re-Inspection.

b) Accreditation in higher education in Kenya

- i) Accreditation in higher education in Kenya is compulsory.
- ii) It is undertaken by:
 - Ministry of Education and Ministry of Higher Education, Science and Technology for institutions offering certificate and diploma level education;
 - Professional bodies for institutions offering professional programmes; and
 - Commission for Higher Education for institutions offering university level education.

c) To whom does accreditation apply?

- i) In higher education, accreditation is applicable to all institutions.
- ii) In the context of the Commission for Higher Education, it is applicable to:
 - Private Universities; and
 - Post Secondary School Institutions seeking to offer degree programmes.

d) Purpose of accreditation

The main purposes of accreditation are three-fold, namely:

- i) Quality Control;
- ii) Accountability and public assurance; and
- iii) Improvement of quality/ guidance in achieving expected standards.

e) Process of accreditation

- i) The Commission for Higher Education uses both Standards-Based and Fitness-for-Purpose approaches in its quality assurance processes.
 - *Standard-Based Approach*
This is conformity to set requirements. In this case, quality is measured against pre-determined standards. It focuses on standards and the extent to which they are being met.
 - *Fitness-for-Purpose Approach*
This approach assumes that Quality is equal to goals, purpose and objectives set by the institution. The QAA examines the institution's adherence to set purposes, goals and objectives.
- ii) Commission for Higher Education does both institutional and programme accreditation in higher education
 - *Institutional Accreditation*: In Kenya it is done to give formal recognition of status through-
 - Grant of Letter of Interim Authority.
 - Award of Charter.
 - Grant of Re-Inspection Certificate.
 - Certificate of Authority for PSSI to collaborate with universities for purposes of offering degree programmes.
 - *Programme Accreditation leads to*:
 - Validation of diploma programme; and
 - Approval of degree programme.
- iii) Commission for Higher Education uses the following instruments in its accreditation process:
 - *Rules*:
 - The Universities (Establishment of Universities, Standardization, Accreditation and Supervision) Rules 1989, for accrediting universities; and
 - The Universities (Co-ordination of Post Secondary School Institutions for University Education) Rules, 2004, for accrediting Post Secondary School Institutions and programmes.
 - *Standards*:
 - Curriculum Standards; and
 - Standards for University Libraries;

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- **Guidelines:**
 - Guidelines for Preparing a Proposal for the Establishment of a New University;
 - Guidelines for Preparing Curriculum for an Academic Programme;
 - Guidelines for Rules and Regulations Governing the Conduct and Discipline of Students; and
 - Guidelines for Preparing Charters and Statutes of a University
 - **Questionnaires:**
 - Institutional inspection questionnaire for final inspection before award of charter; and
 - Institutional self-evaluation questionnaire before re-inspection
 - Checklist for verification of academic resources
 - Criteria for Equivalence and Recognition of foreign academic qualifications

- iv) The Commission for Higher Education's principles of quality assurance are:
 - Recognition that quality control and quality assurance are primarily the responsibility of the institutions of higher learning;
 - Respect of the autonomy, identity and integrity of institutions of higher learning;
 - Application of standards that have been subjected to consultation with stakeholders;
 - Benchmarking with international standards;
 - Use of peer reviewers from recognised universities, professional bodies and research institutions; and
 - Use of specialist committees of the Commission.

f) Challenges of accreditation

The major challenges that the Commission has faced in ensuring quality in higher education in Kenya are:

- i) *Legal Framework*
The lack of harmonization of the legislation governing higher education in Kenya;
- ii) *Issues of internationalization*
Inadequate regulation and quality assurance mechanisms for trade in education services.
- iii) *Delivery of education using ICT*
Difficulties in ascertaining the quality of education offered through ICT such as e-learning and virtual learning;
- iv) Maintaining a comprehensive database on critical information relating to quality assurance;
- v) Establishing formal linkages with other national, regional and international quality assurance agencies and networks; and
- vi) Lack of harmonization of quality assurance systems of various professional bodies.

g) Towards a stronger and more effective and efficient CHE

The Government is in the process of introducing reforms towards enabling the Commission for Higher Education to carry out its full mandate effectively as a quality assurance body in higher education. The reforms include:

- i) Harmonizing the legislation governing higher education in Kenya;
- ii) Enhancing funding to CHE;

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- iii) Strengthening the ICT infrastructure in CHE;
 - iv) Restructuring CHE to deliver its mandate as the national agency for advancing higher education in Kenya; and
 - v) Supporting CHE in establishing regional collaborations.

2.6.2 Interventions

- a) The requirement that a private university should have at least 50 acres of land should be reconsidered by the Government;
- b) All universities require the services of an external quality assurance agency such as CHE;
- c) Expansion of universities should be guided by the existence of adequate academic resources;
- d) Accreditation and quality assurance of all universities in Kenya should be undertaken by CHE in tandem with the practice in other countries such as Tanzania.
- e) The purpose of accrediting universities is to:
 - i) Protect the public;
 - ii) Ensures standardization – this eases comparison of programmes across universities;
 - iii) Justify use of resources;
 - iv) Inform the stakeholders, enabling them to make decisions geared towards improvement of quality; and
 - v) Allow for recognition of qualifications.
- f) The process of accrediting universities:
 - i) CHE's accreditation process has been long but it has been shortened considerably in the recent past.
 - ii) The Universities' Act should be amended to allow for chartered universities to launch new academic programmes while awaiting approval from CHE.
 - iii) CHE should consider revising the fees charged for various activities in order to make them more agreeable to the universities.

2.7 The Role of Professional Bodies in Quality Assurance: “The Medical Practitioners and Dentist Board Case”.

2.7.1 Summary of the Paper

- a) Before the 4th century BC, the medical practice was guided by the Hippocratic Oath, which addressed:
 - i) Relationship between doctors;
 - ii) Protection of the public-safety and confidentiality;
 - iii) Ethics-including corruption; and
 - iv) Discipline.
- b) Regulatory boards have since been established in many countries such as the UK in 1858 and Kenya in 1978.

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- c) Generally, these boards
 - i) Regulate the practice; and
 - ii) Advise the respective governments on health and safety of the public.
 - d) The rapid increase in the number of medical schools in the second half of the 20th Century, with some being established under wanting conditions has raised concern about the quality of doctors trained in these schools, thus leading to the formation of the World Federation of Medical Education (WFME) in 1972.
 - e) The role of WFME is to promote the highest scientific and ethical standards in medical education. In operationalizing its role WFME has developed three sets of documents on "Global Standards in Medical Education" covering:
 - i) Basic Medical Education;
 - ii) Post Graduate Medical Education; and
 - iii) Continuing Professional Education.
 - f) The purpose of Global Standards for Quality Assurance are to:
 - i) Prepare doctors for needs and expectations of society;
 - ii) Prepare doctors to cope with explosion in medical scientific knowledge and technology;
 - iii) Inculcate physician's ability for lifelong learning;
 - iv) Ensure training in the new information technology; and
 - v) Adjust medical education to changing conditions in health care delivery systems.
 - g) The Basic Medical Education WFMW Global Standards for Quality Improvement have been used, by Boards and Councils in East Africa, to produce guidelines for accreditation of medical schools at the basic level and the process of accreditation of medical schools has begun.
 - h) Standards for quality assurance in medical schools should focus on the following areas:
 - i) Mission and objectives;
 - ii) Educational programme/Curriculum;
 - iii) Assessment;
 - iv) Students;
 - v) Academic Staff/Faculty;
 - vi) Educational resources;
 - vii) Programme evaluation;
 - viii) Governance and administration; and
 - ix) Continuous renewal.
 - i) The Standards may be used in the following ways:
 - i) Self-evaluation;
 - ii) Peer review;
 - iii) Combination of institutional self-evaluation and external peer review; and
 - iv) Recognition and accreditation

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- i) The regulatory bodies face the following challenges:
 - i) Lack of clear guidelines for Teaching Hospitals;
 - ii) Lack of harmonized roles of different players in medical education who include:
 - Regulatory bodies including CHE;
 - Universities; and
 - The Ministry of Health and Ministry of Higher Education, Science and Technology.

2.7.2 Interventions

- a) Professional bodies should act as checks and compliment Quality Assurance agencies;
- b) Professional bodies should develop guidelines for accreditation and quality assurance for professional programmes and institutions of higher learning that offer the professional courses;
- c) The legal framework of the various professional bodies should be harmonized with those of the Commission for Higher Education and the relevant government ministries; and
- d) The professional bodies should:
 - i) Protect the public;
 - ii) Enforce quality of programmes; and
 - iii) Be involved in both institutional and programme accreditation.

2.8 Ranking of Universities

“Whether universities rank or not, the world systems are already being influenced by global ranking’. There is therefore need to embrace the idea of ranking of universities as a way of enhancing quality”

(Prof. Olusola Oyewole 14th August 2008)

2.8.1 Summary of the Paper

- a) One of the definitions of ranking is, “rating and ordering of Higher Education institutions or programmes based on various criteria” ;
- b) Ranking first took place in the 1870s in US, but only became a global issue in 1983;
- c) Ranking of universities is used globally as one of the ways of enhancing quality in university education;
- d) Merits of ranking include: promotion of competition, giving adequate information to stakeholders for the making of informed decisions, public accountability and being a basis for funding;

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- e) The process of ranking involves data collection, selection of variables, standardization and weighting and analyzing of indicators;
 - f) Documented academic ranking include:
 - i) Asia's best universities published in magazine from 1997 to 2000;
 - ii) Shanghai Jiao Tong University (SJTU) Academic Ranking of World Universities (ARWU) in 2003;
 - iii) The National University Commission (NUC) in Nigeria from 2001.
 - iv) The Webometric Ranking of World Universities
 - (g) The current global university ranking regimes poorly ranks African universities. This is partly because the indicators used in ranking may not be appropriate for the African settings;
 - (h) There is need for an African alternative to the global university ranking systems;
 - (i) The ranking of universities in Nigeria was a success because:
 - i) All universities, both private and public are subjected to accreditation;
 - ii) It involved all the universities agreeing on the need for ranking;
 - iii) It engaged all the universities in the process of formulating the indicators;
 - iv) It ensured that ranking was done in a transparent way by all the universities, supervised by the NUC;
 - v) It attached prizes to excellence; and
 - vi) It had the highly ranked universities openly celebrated.
 - (j) The ranking of universities in Nigeria has improved the quality in universities through:
 - i) Increased public awareness and interest on university programmes and activities;
 - ii) Making universities alive to issues of Quality;
 - iii) Improved good-will and financial support from corporate bodies; and
 - iv) Acquisition of national respect for the Commission in charge of the universities.
 - (k) There is need for both institutional and programme level criteria for ranking of universities in Kenya; and
 - (l) Each university should grade itself without necessarily waiting for global and/or national level ranking.

2.8.2 Interventions

- a) Kenyan universities should be ranked using criteria developed by the universities themselves;
- b) The criteria for ranking of Kenyan universities should include:
 - i) Research and publication;
 - ii) Quality of academic staff;
 - iii) Funding levels;
 - iv) Stability of university calendar;

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- v) Number of recognized academic programmes offered by the university;
 - vi) Job placements;
 - vii) Available physical facilities;
 - viii) Maintenance of physical facilities;
 - ix) Existence and compliance to university strategic plan;
 - x) Students welfare facilities and services;
 - xi) Staff turnover;
 - xii) Existence and adherence to staff development policy;
 - xiii) Community outreach programmes and services;
 - xiv) Governance of the university;
 - xv) Existence of international linkages; and
 - xvi) Students' drop-out/push-out rates.
- c) The Commission for Higher Education should take charge of the ranking of Kenyan universities; and
- d) Accreditation should be made compulsory for both public and private universities in Kenya;

PART III

PRESENTATIONS

3.1 WHAT IS A UNIVERSITY?.

Presented by Prof.C. Nyaigotti-Chacha Executive Secretary, the Inter-University Council for East Africa

Introduction

Universities are considered to be the centres of intellectual leadership, research and innovation in any region and the contribution of these institutions in addressing the challenges facing any society is critical. As the highest-level of institutions dedicated to the professional and intellectual development of mankind and society in general, universities are expected to concentrate on research, teaching, and public service through consultancy (Otunga, 1998). In doing this, they should be characterised by quality and excellence, equity, responsiveness and effective and efficient provision of services, good governance and excellent management of resources.

African governments are committed to the development of university education on the premise that higher education is a most sensitive area of investment (Abagi, undated). It is politically and socially sensitive in that governments need both highly trained people and top-quality research to formulate policies, plan programmes, and implement projects that are essential to national development. In Kenya, university education is considered as a key area whose development has always been placed as a priority function in most of the government's development plans.

But what is a University?

Across the world there are very differing standards of legal definition of the term "university" and formal accreditation of institutions. In the USA, for instance, there is no legal definition of "university," while in the United Kingdom, an institution can only use the term if it has been granted by the Privy Council, under the terms of the Further and Higher Education Act 1992.

As defined in Wikipedia (www.wikipedia.org), a university is any institution of higher education and research which grants autonomously a range of academic degrees in several fields, from bachelor's degrees to doctorate degrees, including masters' degrees, as well as *honoris causa* degrees and *agrégation*/habilitation diplomas in the places where these are used. According to The Free Dictionary, a university is a large and diverse institution of higher education and research, created to educate for life and for a profession and to grant academic degrees in a variety of subjects. The term also refers to the students, faculty, and administrators of a university collectively, plus the grounds and buildings of such an institution.

According to Anderson & Elloumi (2008), the word "university" comes from the Latin *universitas* (totality or wholeness), which itself contains two simpler roots, *unus* (one or singular) and *versere* (to turn). The Google eBook of Encyclopedia Britannica expands this definition. Accordingly, the word university is derived from the Latin *universitas magistrorum et scholarium*, roughly meaning "community of teachers and scholars". Thus, a university reflects a singleness or sense of all encompassing wholeness, implying a study of all that is relevant and an acceptance of all types of pursuit of knowledge. The word also retains the

sense of evolution and growth implied by the action embedded in the verb “to turn.” Sir David Watson (The Guardian, 2002), vice-chancellor of the University of Brighton, quotes the 1359 observation by Lady Clare on the universal nature of university and scholarship:

“through their study and teaching at the university, the scholars should discover and acquire the precious pearl of learning so that it does not stay hidden under a bushel but is displayed abroad to enlighten those who walk in the dark paths of ignorance”.

Halsall (1998) quotes John Henry Newman who describes a university from its ancient designation of a *Studium Generale*, or “School of Universal Learning.” Accordingly, in its simple and rudimental form, it is a school of knowledge of every kind, consisting of teachers and learners from every quarter. University is a place for the communication and circulation of thought, by means of personal intercourse, through a wide extent of country.

A more comprehensive definition comes from Brainy Quote, in which the university is described as the universe; the whole. According to this definition, a university is an institution organized and incorporated for the purpose of imparting instruction, examining students, and otherwise promoting education in the higher branches of Literature, science, art, etc., empowered to confer degrees in the several arts and faculties, as in theology, law, medicine, music, etc (The Oxford Pocket Dictionary of Current English, 2008). University courses must be designed to equip graduates to work as professionals in their chosen field. Students that attend university are expected to have high levels of problem solving, research, communication and independent learning abilities. The assessment of university courses are centred around students obtaining an understanding of the theory behind each of the skills they are required to learn and demonstrate during their studies.

A university may exist without having any college connected with it, or it may consist of but one college, or it may comprise an assemblage of colleges established in any place, with professors for instructing students in the sciences and other branches of learning. Most modern universities are what Clark Kerr, the doyen of American University presidents, called *multiversities* – institutions that bring together many different disciplines. This does not mean that all universities have to offer the same courses: diversity is important. But there are exceptions: many well-respected universities in America and Europe are highly specialised – law universities, medical universities and engineering universities (Schwartz, 2008). So an educational institution can still be a legitimate university even with a narrow curriculum.

Although each institution is differently organized, nearly all universities have a board of trustees (called Council in public universities in Kenya); a president or Council Chairman; a chancellor; at least one vice-chancellor, or rector; and deans of various divisions. Universities are generally divided into a number of academic departments, schools or faculties. Many public universities in the world have a considerable degree of financial, research and pedagogical autonomy. Private universities are privately funded and generally have a broader independence from state policies, although there are unusually national accreditation bodies to monitor their academic provisions.

What is the Purpose of a University?

According to Schall (2006), the controversy over Benedict XVI’s lecture at the University of Regensburg is not just about the status of truth in Islam. Rather at issue is the nature of a university. What happens there? As Epictetus said, “only the educated are free”. In a university convocation, one is free and must be free to do what one does in universities – namely, to state the truth and make arguments for it (Schall, 2006). The ability to speak at meetings, write letters, organise projects, conduct research, analyse arguments, be aware of

scientific progress and understand how government works are the core skills of democracy provided by universities (Schwartz, 2008).

In most literature, we usually identify three purposes: teaching, research and community engagement. However, Lord Dearing inquiry into UK Higher Education in the 1990s identified not three, but four purposes for universities (Schwartz 2008). In addition to teaching, research and community engagement, Dearing said universities should also have a social goal. Specifically, universities should “play a major role in shaping a democratic, civilised, inclusive society”. Nobel Laureate, Friedrich Hayek, expressed similar sentiments. For Hayek, the purpose of social institutions, such as universities, is to increase liberty and freedom.

Key goals defined for university education in most countries (according to ADEA Working Group in Higher Education) include, among others, the following:

- The increase and broadening of participation to meet the human resource needs and advance social equity;
- The promotion of quality and quality assurance through accreditation of programmes, programme evaluations, and institutional audits;
- The application of good governance and effective management and administration through cooperative governance of system and institutions, partnerships and capacity building initiatives and
- The development of good curriculum and programmes that are in an outcomebased format and knowledge production that is responsive to societal interests and needs.

According to Ngwana (2003), universities must be fully committed to active participation in the social transformation, economic modernization, and training and upgrading of the total human resources of the nation. As administrations and companies, the education they provide is no longer in the service of an elitist culture (Dubois, 2002). Their role is wide-ranging: with close links to economic and social life, they disseminate scientific and technical expertise, make culture available to the general public, and contribute to national and/or regional development (in particular through applied research). This view suggests pressure on the nations to adapt their higher education systems to the changing development needs.

In the interests of democratisation, more universities are being created, existing ones decentralised and increasingly diverse diplomas and study possibilities (flexible study hours, etc) being made available (Dubois, 2002). These are all changes which bring new missions and more partners. As cultural and educational institutions, as well as providers of values, over the past decade universities have been under growing pressure to supply an efficient service. These complex institutions, which jealously guard their traditional autonomy, are accountable to the public authorities that grant their funds and set their missions. In a changing socio-economic context, universities must give value for money – which is why the evaluators keep a close eye on them.

The research mission of universities needs further emphasis. Universities seek truth: their aim is to discover, preserve and disseminate knowledge (Schwartz, 2008). In the USA, the main difference between a college and a university is that the university maintains research requirements for its instructors and that the university is, in essence, a more research-focused institution. A college can offer many majors in which one can direct their studies, however, doctorate programs are more prone to be offered at universities where they have the money to support such programmes.

But how can research be the unique defining characteristic of universities when many academics do not do any and when some excellent research is found outside universities?

Perhaps it is not research in general, but a particular type of research that defines universities (Schwartz, 2008). Because we seek to discover and disseminate the truth, university research is driven by curiosity and the findings are shared freely with scholars around the world. But here again, times change. According to Robert Dynes, president of that mighty research colossus, the University of California, curiosity-driven research is an outdated concept. To quote Dynes, "We're not here to do the stereotypical Ivory-Tower, navel-gazing, 'curiosity-driven' research. That is not what a modern public research university ... is all about." For John Cardinal Newman (Halsall, 1998), universities were enclaves, separate from the everyday world; places where students and academics engaged in platonic dialogues and where the outcome for both was a deeper understanding of the world and their place in it. However, according to Anthony Kronman, a Professor at Yale, the main concern should be the role of the humanities in modern universities, and therefore a university education should stimulate students to think about the meaning of life, and how they should live. At the same time, Schwartz (2008) observes that today, employers, taxpayers and politicians all want universities to prepare students for jobs.

History of University Education in Kenya

Globally, the University of Al Karaouine in Fez, Morocco is recognized by the Guinness Book of World Records as the oldest degree-granting university in the world with its founding in 1859 by the princess Fatima al-Fihri. Many other universities arose in America and Europe afterwards.

In Kenya, university education can be traced back to 1922 when the then Makerere College in Uganda was established as a small technical college which was then expanded to meet the needs of the three East African countries i.e. Kenya, Uganda and Tanganyika (and Zanzibar), as well as Zambia and Malawi. In the 1940s and early 50s it is only this college that was providing university education in East Africa. This lasted until 1956 when the Royal Technical College was established in Nairobi. In 1963, the Royal Technical College became the University College, Nairobi, following the establishment of the University of East Africa with three constituent colleges in Nairobi, Dar es Salaam and Kampala (Makerere). The University of East Africa offered programmes and degrees of the University of London till 1966. In 1970, the University of East Africa was dissolved to create three autonomous universities of Nairobi, Dar es Salaam and Makerere. The University of Nairobi was thus established as the first university in Kenya.

Although comparatively young, state universities in Kenya have accomplished a lot (Oketch, 2003). They accomplished their initial mission of producing adequate human resources for the civil service, national corporations, and the private sector; graduated thousands of students; and helped foster an intellectual community in the country. In less than 40 years, public higher education has expanded from a single university (the University of Nairobi) to the current seven public universities: Nairobi, Moi, Kenyatta, Egerton, Jomo Kenyatta, Maseno and Masinde Muliro. However, in spite of this growth, public universities in Kenya continue to face enrolments beyond their capacity to plan and finance, fiscal challenges beyond their control, a decline in quality beyond their anticipation, and weak management practices beyond their level of training (Oketch, 2003).

How to extend university education to satisfy the aspirations of the public is one question that has troubled successive governments in Kenya. The 1980s and 90s saw the emergence of private institutions (Johnstone, 2006). According to Ngome (2003), the growth of

the private university sector in Kenya has been fuelled by several factors, including: the limited opportunities available in public universities; the constant closures of state-funded universities; the need to complement government-managed higher learning institutions; and the determination by some religious organizations to open higher learning institutions largely for their followers. The number of private universities licensed by the Kenyan government to operate as such, and which are members of the Inter-University Council for East Africa (IUCEA), currently stands at 13. Numerous others have applied for a charter from the national accreditation body, the Commission for Higher Education (CHE).

Challenges Facing Universities

Universities in Kenya need to remain competitive, not only nationally but also regionally and internationally, as the boundaries of intellectual capital markets recede with the integrating economies. However, they are faced with great challenges. Some of the challenges that have to be addressed if university education is to meet expectations will include the following:

- Surging numbers of students in the face of insufficient resources;
- Insufficient attention to, and insufficient funds for research and knowledge creation;
- Deterioration of infrastructure due to lack of funding; tertiary institutions other than universities are in bad state of disrepair;
- The Universal Primary Education policy embraced by some countries, that will increase the numbers of applicants for tertiary vacancies when beneficiaries of the policy are ready to enter higher education in later years.
- Use of appropriate technology to deliver education.

It is claimed that universities in Kenya no longer offer but sell education. Today, a department or a school in a Kenyan university is honoured not by the number of PhDs, research output, consultancy and publications, but by how much module II (parallel degree) fees is collected. There is nothing wrong with commercialization of education, however. In fact, according to one commentator, that is how it should be, especially since there is little or no external support for the universities. The problem, however, is with the implementation of the commercialization; our universities have tended to consider numbers over quality. Another problem arising from this is that the money collected is not used to improve the education systems and facilities.

The sections that follow elaborate on some of these challenges that have created situations in which the true meaning of a university has been questioned. I attempt to propose some suggestions on how to intervene in order to ensure that universities in Kenya maintain the course in pursuing their core missions.

Parallel Degree Programmes

In the recent past, many universities in Kenya have vigorously entered into new programme popularly known as Parallel Degree Programmes (PDP) or privately-sponsored student programmes (PSSP) – which are geared towards fundraising for universities, but with a shift towards fulfilling job market needs. Despite the large fees charged, enrolment into these programmes has continued to grow. Started by Makerere University, and then closely followed by Dar-es-Salaam and Nairobi Universities, these programmes were introduced to cater for reduced funding for the respective institutions due to budgetary constraints and pressure from the IMF and World Bank.

These programmes have opened invaluable opportunity for the thousands of Kenyans who meet university admission requirements but do not secure admission due to the restricted

intake into the regular programmes determined by the limited government funding. However, these programmes have also come with challenges of their own:

- We are seeing the phenomenon of university campuses being established in all manner of structures, particularly in crowded urban areas that might not be conducive to learning;
- There is a rise in the number of “journeymen” academic staff who move from university to university selling their services as part-timers, but with no particular attachment or loyalty to any institution and its students;
- The growth of the parallel programmes for fee-paying students has introduced a commercial element at public universities that could also compromise learning quality;
- Questions must be asked if universities that appear not to have the resources to establish suitable physical facilities can employ quality academic staff and put up necessary facilities such as libraries, laboratories and workshops.

Consequently, parallel degrees have continuously become devalued, with educationists complaining that academic standards are being sacrificed. Even the Kenya Government’s own Koech Report of August 1999 cites a lack of “equity, quality control and quality assurance” in parallel degree programmes. Critics claim that students with grades as low as C+ are now gaining admission into competitive professional courses like Medicine and Law. Previously, these demanding subjects were reserved for students with A- or above. Not surprisingly, many of these students are said to be struggling to keep up with the rigorous standards demanded of them.

It has also been discovered that a number of universities are introducing irrelevant degrees, just to be able to make some extra finances. There is already a surplus of Arts graduates, and these are the courses targeted by most of these programmes. Analysts feel that technical training should be strengthened and stressed more, for it is in these that the country has a deficit. The end result of this over-emphasis in arts-based courses has been the thousands of idle, frustrated graduates who are unable to find nor create jobs.

All these are developments that can compromise the quality of university education. Even as we strive to make higher education accessible to more students, we must not forget that quantity can never be a replacement for quality. The authorities must not slacken on ensuring strict standards that will compare favourably with those offered anywhere else in the world.

Private Universities

The private sector has had an important role to play in the provision of university education in East Africa. The region’s interest in giving its people university education with local content and dimensions would not be satisfied if policy makers cut out the region’s private sector from university education provision, thereby enabling global providers to fill the vacuum created. Today, the entrance of the private providers into higher education has increasingly supplemented the governments’ heavy responsibility of providing education.

However, with the increasing role of the private sector, higher education itself has become increasingly commodified – students are regarded as consumers and institutions as suppliers, and thousands of new providers have come into the business of selling the commodity. Consequently, although the entry of private providers into higher education is welcome, strong regulatory mechanisms for their operation must be put in place. A full-blown privatisation of higher education may result in serious problems.

Private investors, for instance, are insensitive to social aspirations and ideals for which

university education has traditionally stood, including the socialization of graduates to their communities, teaching the young civic responsibilities, preparing interns for their professional training, and maintaining universities as places of unfettered research and debate for the pursuit of truth. Unregulated, the private sector will decrease access to higher education by disadvantaged groups, including women, the disabled, and people from disadvantaged regions and districts. Further, it has been established that the private sector tends to select and support marketable and easy to manage disciplines and avoid expensive but nationally strategic programmes such as engineering, medicine, technology, veterinary, the physical sciences, and agriculture.

Accreditation and Quality Assurance

Universities, especially public ones, are self-accrediting institutions that design and approve their own courses, and grant certificate, diploma and degree qualifications to successful students. In Kenya, university education has grown by leaps and bounds in the past decade, and as new universities, private and public, are established at a rapid pace, there is justifiable concern that the regulatory and monitoring authorities must step in to ensure that high standards are maintained.

The days when universities established their own criteria of what constituted quality are now over. Fitness for purpose as a definition of quality is premised on purposes being determined on the basis of stakeholders' needs. It follows from this that evaluation of quality, that is the extent to which resources are effectively utilized to achieve agreed purposes, must take account of the views of stakeholders. Recently, as he presided over the inauguration of Masinde Muliro University of Science and Technology, President Kibaki of Kenya signalled that there would be new measures to monitor the education offered at institutions of higher education (The Daily Nation, 5 July 2008). An independent quality control body offers the most practical and objective means through which this may be achieved, hence the need for a national accreditation mechanism. And for accreditation at the regional and international levels, universities must adhere to standards set by regional bodies. Accreditation bodies are like referees. They are, in the final analysis, a safeguard that the rules governing quality are not arbitrarily determined, and that the assessment of whether or not quality has been achieved is not subjectively or impartially decided.

In many countries and many cultures, the issue of quality management is firmly on the agenda for higher education institutions. In their study, Becket and Brookes (2005) found out that while externally driven quality audits enable comparative benchmarking between individual programmes, they may not be the most appropriate for enhancing the quality of higher education provision. In recent times, universities have been increasingly called upon to have demonstrable accountability measures in the form of quality assurance systems and processes (Reid, 2003).

Quality in university education, as currently conceptualized, is an outcrop of accountability, which owes its emergence largely to the concerns by stakeholders and beneficiaries over competitiveness in the industrial / commercial marketplace (Chronicle, 2003). Universities the world over are beginning to recognize and accept this new reality. They have also become sensitive to the fact that, if they are perceived as not providing value for money (i.e. delivering a quality product), they run the risk of either having quality control systems imposed on them, or of being marginalized in favour of other institutions which are prepared to abide by the rules of the game (Chronicle, 2003).

Funding

Like most African countries, university education in Kenya was historically free, with the public purse covering both tuition and living allowances (Weidman, 1995). The rationale for free higher education in Kenya was based, among other things, on the country's desire to create highly trained manpower that could replace the departing colonial administrators (Johnstone, 2006). However, during the 1991-92 academic year, the government introduced a cost-sharing scheme that required students to pay direct fees of US\$80 to US\$107 annually per student, which were later raised to US\$667 (Ngome, 2003). Later, the Higher Education Loans Board (HELB) was established to grant loans to enable qualifying students pursue university studies.

It is believed that student loans increase access to higher education, make the rich contribute to the university budget, increase the seriousness of students towards their study, and provide a fair means of expanding the university or tertiary education sector. However, the current loan disbursement model restricts students to only certain universities, as the loan is usually sent to a particular university. In many countries of the world, considerable work is being done in attempting to devise programmes to overcome these issues by offering funding to students directly, rather than to universities (Iacobucci and Tuohy, 2005).

According to Schwartz (2008), this loan arrangement should give the student the free will to study in any institution that they desire, and should not restrict students to particular universities. Every eligible student should be given a scholarship equivalent to the amount the government currently pays for each university place. Students would take this scholarship to a university, which would then collect the money from the government (HELB). Universities would have to compete for students in order to survive. By forcing institutions to find a distinctive niche, competition would foster diversity. Some universities would target adult learners, others would go for residential students, while still others would focus on vocational training. In each case, universities would lift their game or risk being beaten by the competition.

Instituting such a programme of income-contingent loans and grants incorporates fairness concerns in a manner that preserves the market for quality in university education. It can permit individuals with the willingness and ability to attend university to choose where to study. Such choice can provide universities with the incentive to increase quality in order to attract students.

Access

Although, expanding access to higher education is a goal pursued by any government, some potential students still find themselves excluded. In Kenya, it has been argued that universities remain dominated by students from middle class and professional families. Students from low-income backgrounds continue to be under-represented. Some education researchers have found fault with the manner in which selection of university entrants is conducted. According to Schwartz (2008), instead of relying solely on a single "computer-generated" university entrance score to determine who is admitted to university, we should also use entrance examinations, personal statements, school recommendations and anything else that might uncover hidden potential.

We must also change some of our ways: instead of giving our scarce scholarship money to students with the highest marks (who make us look good), we should give scholarships to those from the lowest economic groups – students who could not afford to go to university without help.

Furthermore, instead of teaching only during the day, we should also teach in the evenings

and weekends so that working students, and those with families, get the chance to study. This is already happening in many universities in Kenya, and should be encouraged. These things will all help currently excluded students to gain a university education.

Technology

As we enter the twenty-first century, the world is in the midst of a great turning as we adopt and adapt to the technological capabilities that allow information and communication to be distributed anywhere/anytime (Anderson & Elloumi, 2008). A university is no longer defined by its campus, its range of courses, its ownership or even its research (Schwartz, 2008). What is important is what it teaches and what its students learn. A university, therefore, can be a group of buildings where students live and learn, or it can be an institution that teaches by distance learning (over the Internet or by correspondence).

Universities must therefore have the flexibility to meet the challenges of changes in education worldwide. The exponential growth in distance learning courses largely driven by the growth in the Internet is key. It is now, for example, possible to take an MBA at Massachusetts Institute of Technology, one of the most prestigious American universities, without leaving your house in Kenya. Even more extreme is the University of Phoenix in America which has no central campus and teaches all courses through distance learning.

Conclusion

Universities are supposed to provide students with programmes leading to undergraduate and graduate degrees. They are supposed to be centres of excellence offering facilities for research and development. They must be accessible to graduates of schools, the technical sector and other designated institutions. These institutions must work in harmony using the credit system so that students can transfer from one institution to another without losing already completed work. Eventually, it should not be what they do but what they are. Real universities are the engines of economic growth without which civil society would wither and social justice would be impossible.

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3.2 WHO IS QUALIFIED TO TEACH IN A UNIVERSITY?

Presented by Professor Bethwell A. Ogot, Ph.D Chancellor, Moi University and Professor Emeritus, Maseno University

With very minor variations, the qualifications for the appointment and promotion to the various academic grades in public universities in Kenya is very similar. These are:

Professor:

Applicants must be holders of a PhD degree. In addition, the applicant must:

- Have at least twelve (12) years of University teaching at Lecturer level and above, and at least five (5) years as an Associate Professor.
- Have successfully supervised at least four (4) students including two (2) Ph.D since being appointed Associate Professor.
- Show evidence of continuing research including having published at least four (4) articles in refereed journals or two (2) articles in refereed journals plus one (1) book by a reputable publisher since being appointed Associate Professor.
- Show evidence of active participation in departmental activities and good quality teaching.

Associate Professor

Applicant must be holders of a Ph.D degree. In addition, the applicant must:

- Have at least eight (8) years of University teaching, four (4) as a full-time Senior Lecturer.
- Have successfully supervised at least four (4) Masters students or two (2) Ph.D students since being appointed Senior Lecturer.
- Show evidence of continuing research including having published at least four (4) articles in refereed journals or two (2) articles in refereed journals plus one (1) book by a reputable publisher since being appointed Senior Lecturer.
- Show evidence of active participation in departmental activities and good quality teaching.

Senior Lecturer:

Applicant must be holders of a Ph.D degree. In addition, the applicant must:

- Have at least five (5) years of University teaching, three (3) as a full-time Lecturer after Ph.D qualification.
- Have successfully supervised at least three (3) Masters students or one (1) Ph.D student since being appointed Lecturer.
- Show evidence of continuing research including having published at least (3) articles in refereed journals or one (1) refereed book in the candidate's area of specialization published by a recognised publisher, since being appointed Lecturer.
- Show evidence of attendance and contribution at learned Conferences, Seminars or Workshops.
- Show evidence of active participation in departmental activities and good quality teaching.

Lecturer:

Applicants must be holders of a Ph.D degree. In addition, the applicant must:

- Have presented at least three (3) seminar papers or has two (2) publications in refereed journals or a university level book by a reputable publisher.
- Have full time university teaching experience as Tutorial Fellow or Assistant Lecturer for at least three (3) years.

Tutorial Fellow:

Applicants must be holders of a Master degree. In addition, the applicant must have at least three (3) years of teaching experience and must be prepared to pursue a Ph.D degree in the relevant field.

From the foregoing, it follows that there is a general consensus in our public universities as to who is qualified to teach in those institutions. I therefore found it strange that I should be invited to discuss a question where there is already unanimity among the stakeholders.

My suspicion is that some of these regulations are often honoured more in the breach than in the observance. For example, in many universities, it is a requirement that junior faculty must register for, and actually begin to work on Ph.Ds in order to continue in a faculty position. Until today, a great deal of university teaching in African universities (and in Kenya universities), is done by faculty with only Masters degree. Some of these Master degrees are of short duration lasting about nine months, and based on narrow course work, and often specifically designed for African or Asian students. Most of these courses do not include theory or research methodology. Intent on raising standards, filling the "generation or succession gap" in faculty created by hiring limits and freezes in the 1980s and 1990s as well as generally increasing their research and teaching capacities, some African Universities such as Makerere and Dar-es-Salaam require and provide some limited funding to facilitate obtaining the full Ph.D for regular faculty requirements. In Dar-es-Salaam for example, some junior faculty were dropped because they would not comply with this new expectation. The position in public universities in Kenya regarding this vital question of the large number of faculty with masters degree seems to be ambivalent. Some teachers with Masters qualifications have even been allowed to teach Masters students. A Ph.D. or equivalent should generally be necessary for teaching in a University if we have to enhance quality in higher education in Kenya. It is only in this way that we can hope to produce that rare breed of committed teachers, researchers, intellectuals, and intellectual leaders that every country needs.

Higher education, in my view, must go beyond simply a concern for individual or national economic competitiveness, and engage in, and stimulate others to engage in, widely philosophical and social issues of the 'public good'. With increasingly complex societies integrating into an increasingly complex and competitive world, it is essential for every country to have a large and growing cadre of high skilled professionals: thinkers, actors, writers, teachers, in a wide range of fields who are capable of producing critical analyses, policies, and programmes to deal with the internal and external social and cultural issues facing their nation. African universities should provide the ideal local for such skilled professionals. No country can or should expect to depend upon the good will and commitment of others to play these roles for them.

Our universities today need an infusion of new self-confident committed and well-trained young scholars specifically charged to bring their departments new energy, new confidence,

new approaches and new pedagogies. We badly need a new cohort of scholars dealing, for example, with social, political, and cultural issues, and who can regenerate at least some of the excitement and vitality of the days of decolonization in the 1960s and 1970s.

In order to survive in today's competitive world, a university must be research intensive. That means that its teachers must be able to attract substantial funds for research, which will give the university income derived from research grants; produce top scientists; promote the commercialization of its research base and the transfer of knowledge. All this implies the recruitment and retention of top quality staff who can work within an intellectually stimulating environment.

But the qualifications we have considered so far lay great emphasis on the acquisition and transmission of knowledge. In Kenya, the acquisition of knowledge is the primary goal of our education policy. But the time has now come when we must make a shift from making the acquisition of knowledge a value in itself to putting more value into the use of knowledge. Besides intelligence, Kenya universities must also look for creativity, innovation, and problem-solving qualities among its teachers, rather than simply subject-knowledge. The university teachers should be those who can find new problems in old ones; those who can think divergently instead of convergently, and those who can solve novel problems in creative ways.

The problem of knowledge acquisition versus creativity and innovation is not a new one. In the 16th century, the twenty-year old student Galileo found life unbearable at the University of Pisa in Italy. Against his father's advice, he wanted to abandon his medical studies because the professor's lectures were entirely based on the ancient authorities – Hippocrates and Galen. A student was never encouraged to experiment and perhaps to discover new truths for himself.

He begged his father to allow him to drop his classes in medicine that he might devote all of his time to the study of mathematics which fascinated him. The father was outraged. But Galileo decided to teach himself mathematics without instructions from anyone.

He neglected his medical studies and annoyed his professors by demanding a reason for every fact they stated in the classroom. "But, Master, how can you prove what you have just said?", The young rebel would demand. "It must be true because it is written in our books", came the answer, usually followed by a citation from the accepted authority, the Greek philosopher Aristotle.

One morning the young Galileo challenged one of his teachers with the statement. "You say what you tell us must be true because it is found in the works of Aristotle. But suppose Aristotle made a mistake!"

The grey-haired professor and most of the class shuddered at such blasphemy. It was as though Galileo had denied the existence of God.

The teacher was very angry. He told Galileo: "Until you learn to curb your unruly tongue and behave with proper respect, young man, I will not permit you to enter this lecture hall".

Blushing with anger and shame, Galileo hastily left the room, jeered by his classmates who seemed pleased with his disgrace. He was treated like a criminal because he wanted to find the truth.

But later that evening, while observing two swinging lamps in the Cathedral, He triumphantly shouted: "Aristotle was wrong! Now I can prove that he was wrong".

Contrary to Aristotle's theory, Galileo discovered that when he set the heavier and higher

ball moving at the same time and at the same time they returned to their original positions. This discovery led to many inventions.

Soon several prominent Florentine mathematicians were very impressed by Galileo's scientific essays and his hydrostatic scales. There was no chair of mathematics at the University of Pisa, but these scholars persuaded the Grand Duke of Tuscany to create one and to appoint Galileo to fill the position – with no University degree or training! He was hardly older than the students he was teaching.

The faculty at the University of Pisa from where he had been expelled for being too inquisitive was hostile. They could not accept that a twenty-five year man without a university degree should become a professor. His revolutionary ideas irritated the old and more conservative scholars who were nearly all followers of Aristotle and the ancients. To them, the acquisition of knowledge was the true goal of a university. They might have forgiven Galileo for having to think of himself, but they resented not only his iconoclastic view but the defiant manner in which he delivered them. They conspired to get rid of him from the University of Pisa.

Fortunately, for posterity, a renowned professor of mathematics had just died at the University of Padua in Italy, and Galileo was offered the chair-in 1592.

At that time, the University of Padua was one of the world's greatest centers of learning. Youths from Italy, France, Germany and Sweden went to the University of Padua to hear his fresh and inspiring lectures on mathematics, physics and astronomy. His fame spread throughout Europe, especially after his discovery of a compass, which was found extremely useful in plotting military operations. He was appointed to many distinguished learned societies in Florence and Padua.

It was at the University of Padua where he invented his famous telescope for the study of the Galaxy. The Senate of the University of Padua elected him to the Professorship for life. From his observatory, he made many discoveries whose story was told in his disturbing book. **"The Messenger of the Stars".**

In conclusion: who is qualified to teach in a University? Hitherto, our answer to that question has been simple: Those who can acquire and transmit knowledge. The story of Galileo shows that our universities must look for those Kenyans who, besides being intelligent, are creative, inventive and can solve problems. But can the regulations and status of public universities in Kenya allow for the recruitment of a Galileo? That is the question.

3.3 ELECTRONIC LIBRARIES IN UNIVERSITY EDUCATION AND QUALITY ASSURANCE

Presented by Dr. Sophia Kaane University Librarian United States International University

(NB: This paper is compiled from the slides of the Power Point presentation)

Outline

- Introduction
- Expectations of a University Library
- Definition of an Electronic Library (EL)
- Characteristics of the EL
- User expectations
- Service implications
- Justification for EL
- Challenges
- Quality Assurance

Introduction

- University libraries have long been considered as the heart of the university.
- Many people first look at the library in forming an opinion of the overall quality of a university.
- In this age of information technology, more and more electronic resources are available, the channels transmitting educational information are more and more diverse and the ways in which readers access information are constantly changing.
- University libraries must work toward creating fully equipped electronic libraries. However there is need to make adjustments e.g. in the gathering of information, organization, preservation of materials and the use of resources. This will transform traditional libraries into gateway libraries and act as a bridge connecting readers to information and as a pathway to knowledge.

Expectations of a University Library

University library are supposed to:

- Create inspiration to study and learn;
- Have an atmosphere for knowledge creation;
- Create an environment for innovation;
- Be a resource centre for researchers;
- Be a knowledge centre for all;
- Be a resource centre for training and educating quality graduates;
- Be pleasant, comfortable and an enjoyable place
- Have courteous, helpful and caring staff

What is an Electronic Library?

- Definition of electronic library does not appear to be consistent and may be referred to as an electronic library or a digital library – the two terminology are used interchangeably.
- It is a Library in which large numbers of geographically distributed users can access the contents of large and diverse repositories of electronic objects – networked text, images, maps, sounds, videos, catalogues of merchandise, scientific, business and government data sets – they also include hypertext, hypermedia and multimedia compositions (Sreenivasulu, 2000).

Characteristics of the Electronic Library Environment

- Use the Internet to create and store massive amounts of digital media information.
- Provide highly efficient and consistent methods for the search and retrieval of information.
- Provide for the integration of materials, collection, information, services and operation.
- Be composed of three important factors: electronic collection, electronic operation and electronic service and have several categories of electronic periodicals, tables of contents for periodicals, CD-ROM database, on-line catalogue inquiry, exchange of electronic documents, librarian services assisting in the use of library Internet resource services.

* The types of resources are electronic periodicals, e-books and electronic databases.

User Expectations in the Electronic Library Environment

- Everything should be in full-text and downloadable or printable, the service should be fast, available and easily accessible;
- Virtual reference service librarian available online 24/7;
- Easy-to-use Web resources permitting self-service graduates;
- Have a librarian who knows all subjects and all databases;
- Everything should be in electronic format;
- Several options/alternatives to choose from;
- A Web site that works ;
- Ability to conduct all library transactions online (like: library registration, request document delivery and interlibrary loan, renew library items, etc.), and
- A Web site search engine that can find what the user wants.

Service Implications

- Changed collection building policies and practices which focus on access rather than ownership.
- Transformed library user services as a result of the ability to access this electronic information remotely.
- Unprecedented means of reaching dispersed library users. In a university setting, the category of "remote users" does not only incorporate geographically distant students taking distance education courses from another town or even country but it also incorporates students who are using library resources from their dormitory rooms or classrooms on campus, or outside the campus and at home. The fact that access to library electronic resources is unbounded by space or time is a major boon to distance education programs higher education institutions.
- Digital reference services (chat, e-mail, Web-form);
- Searchable FAQ (frequently asked questions) databases;
- Online tutorials (available 24/7);
- Roving reference (assisting patrons at their workstations);
- Research advisory sessions (appointment-based advisory sessions)
- Peer mentors reference exchange programs (for librarians and reference staff between different departments and other libraries)
- Ongoing staff training and development.

Factors for Electronic Libraries in Kenyan Universities

- The increase in user numbers;
 - The demands brought about by the changing learning environment;
 - The increase in research activity in universities and nationally; and
 - The increase in the amount of information available in electronic format.
- (i) Increased user numbers
- *Student numbers:* The student population has continued to grow. Enrolments rose from 112,229 during 2006/07 to 118,239 in the 2007/08. This has resulted into opening satellite campuses (quality compromised).
 - *Faculty/Lecturer Numbers:* This should be matched by an increase in the range of subject areas and greater specialization in research and learning.
- (ii) Changing learning environment
- Changes in student learning* - Student learning is rapidly evolving away from the traditional focus on the lecture as the focal point of the educational process. Greater emphasis is now centered on students learning through project/case driven exercises, group learning activities and self directed learning. These changes in approach together with the increased emphasis on resource-based learning have transformed the student learning environment hence pro-active learning support services.
- "Special" Students:* They have different needs from the traditional students, as they process varying levels of education, IT literacy, library awareness and services expectations.
- (iii) Increase in research activity in universities and nationally.
- Achievement of high quality academic teaching is critically dependent on an active research base.
 - Quality teaching and research is determined through the production of publications and participation in conferences, workshops and seminars.
 - Faculty have to participate actively and successfully in institutional sponsored and industry-sponsored research both at local and international levels.
 - University links with local industry will play a central role in developing initiatives in the region with other partners.
- (iv) Growth in the amount of information available in electronic format
- There is a significant increase in the availability of research and scholarly publications in electronic form e.g. the net-library (global electronic library), research journal databases, digitization programs, etc.

Challenges

The Challenges include:

- Inadequate ICT infrastructure (hardware, software, connectivity, bandwidth, etc
- Costly subscription to e-resources.
- High initial cost of automation and sustainability.

Quality in a University Library

There are many concepts of quality such as Quality "from the point of the user", "conformance to requirements", "fitness for use" and "fitness for purpose". The British Standards definition of quality is "...the totality of features and characteristics of a product or service those bear on its ability to meet stated or implied needs".

Quality Measurements

- Input Indicators – Raw materials of the programme –the money, space, collection, equipment, and staff out of which the electronic library programme would arise.
- Outputs – serve to quantify the work done e.g. number of e-books circulated, number of reference queries answered.
- Outcomes – the ways in which library users are changed as a result of their contact with the electronic resources.

Proposed Quality Assurance System (Good Practices)

These are from standards developed in America, Britain, Australia, Sri Lanka and India

- Vision, Mission and Objectives
 - Management
 - The Resources
 - Services
 - Integration
 - Contribution to Academic Output
 - Networking
 - Evaluation
- i) *Mission and Objectives*
- A university library should have its own mission and objectives
 - The mission and objectives should be compatible and consistent with those of the university.
 - Assessment of the electronic library should be linked with the vision, mission and goals of the university.
- ii) *Management*
- A university library should be managed in a manner that permits and encourages the most effective use of resources.
 - Procedures and mechanisms in place to ensure optimum use, maintenance and development of electronic library infrastructure.
 - Lines of responsibilities and accountability and roles of staff should be clearly spelt out.
 - There should be a Standing Library Advisory Committee.
- iii) *Resources*
- Sufficient qualified staff
 - Appropriate organization structure
 - All staff should be trained/retrained
 - Appropriate electronic resources
 - Sufficient numbers of e-books, e-journals, periodical should be available.

iv) *Services*

- Provide, promote, maintain and evaluate quality of the service
- Provide, efficient, effective and prompt assistance for users.
- Access to library resources should be provided in a timely manner.
- Policies regarding access should be appropriately disseminated to the users.

v) *Integration*

- Library staff should be involved in the overall planning and decision making process.
- Library staff should participate in the relevant sub-committees of the university.
- Library staff should work in partnership with faculty of participating in curriculum planning and information literacy, as well as educational outcomes assessment.

vi) *Contribution to Academic Output*

- Electronic library is an academic resource input with regard to all information provision for the university.
- Is a "cutting edge service unit" for teaching, learning, research and national development.
- Makes a significant contribution in ensuring the quality standards of academic programmes.
- As part of the academic unit within the university, it facilitates student success, as well as encouraging lifelong learning.

vii) *Networking*

Provisions made for consortia agreements for greater and cheaper access.

viii) *Evaluation*

- Regular comprehensive evaluation of the overall performance.
- Questions relate to how well the electronic library supports its mission, and how well it achieves its goals and objectives.
- Users are encouraged to offer comments and suggestions.
- Professional standards and indicators are constantly used to evaluate the services.

3.4 STANDARDS AND GUIDELINES FOR OPEN AND DISTANCE LEARNING: “THE INDIA EXPERIENCE”

**Presented by Prof. C.R.K Murthy Professor of Distance Education
Staff Training and Research Institute of Distance Education (STRIDE)**

(NB. This paper is compiled from the slides used in the Power-point presentation)

Development of Open and Distance Learning in India

The development of Open and Distance Learning in India was in three phases:

- Phase I Correspondence Education (1960s)
- Phase II Distance and Open University System (1980s)
- Phase III Competitive/Market Oriented 2005) (with private players entry into ODL system)

Phase 1: Correspondence Education

- Various factors led to establishing first CCI
- CCI was first established at the School of Correspondence Institute (University of Delhi) in 1962 (B.A Programmes)
- Many Universities gradually started Correspondence Courses
- At present India has about 140 Correspondence Institutes/Directorates of Distance Education known as Dual Mode DE Institutions (Located in conventional Universities)
- Strengths - access to higher education to large numbers from different sections of the society
- Weaknesses
 - Lack of autonomy to design programmes;
 - Same curriculum and syllabus for both face to face and distance learners;
 - Lack of freedom to spend resources generated, for improvement of quality
 - Quality of material
 - Lack of support services
 - Overall credibility of courses offered through these institutes.
 - Monitoring & Control – by UGC - not much academic control;

Phase II : Distance and Open University System

In the 1970s debates started for establishment of OU at national level (committees; seminars; study visits of delegations to former USSR; UKOU etc). In 1982 – the first state (provincial) Open A.P.O.U. in Hyderabad (Turning point in DE system in the country). In 1985 the National Open University was establishment in Delhi; i.e. Indira Gandhi National Open University (IGNOU), by an act of parliament.

The dual role assigned to IGNOU by the Parliament was ‘Unique’. It led to further debates and discussions on implementation of the Open University.

- Act as a university
- Act as an apex agency to coordinate, promote and maintain standards in distance and open system in the country.
As a university – no looking back since day one. As of now;
 - 140 programmes,
 - 1200 courses across wide range of disciplines,
 - 1.8 million students,
 - 2000 study centres,

- 55 regional centres to provide support to learners across the country,
- Students from Middle East, gulf, few African and Asian countries,
- Apex role- created a debate/problem as no role model/precedent to follow.
- Took (1985-92) six years to operationalise the role (UGC-MHRD-IGNOU negotiations)
- Distance Education Council (DEC) was established as a mechanism to act as apex agency
- IGNOU – Vice-Chancellor-Chairman of DEC.

DEC formulated guidelines for Open Learning in terms of:

- Funding CCLs/DDEs(140 in number) & SOUs (14 in number)
- Pooling of programmes and exchange/adopt programmes
- Course material development and its quality
- Support services
- Assessment/recognition and accreditation of DE institutions
- Still not effectiveness to enforce authority on faulty institutions (as many institutions do not follow the guidelines of DEC; at times challenge the authority of DEC (in the court of law)
- Clash of egos (institutional and individual)
- Continuous efforts by individuals and institutions to separate DEC from IGNOU as an independent body.
- University-cum-apex body – sensitive to educational components;
- Possibility: independent apex agency-may become another bureaucratic one like many in other areas;
- IGNOU as a national OU acquired credibility, which is helping in performing apex role-some extent effectively.

Phase III: Competitive/Market Oriented

In phase three the following emerged:

- With growth of Distance and Open Learning correspondence education is forced to undergo change to improve; (still long way to go).
- From 2005 onwards many private players entered into ODL system not with social objective/purpose;
- Exorbitant fees with profit motive;
- CCLs/DDEs/OUTs still social objective is focus;
- Private players started offering innovative/job oriented courses;
- Competition is increasing; quality becomes key for survival; and
- Student has options to choose better one.

Lessons learnt

The lessons learnt were:

- Don't re-invent the wheel;
- Learn from others experiences;
- Develop ODL system in your country on sound foundation;
- With multiple strategies/approaches (for e.g. India we have now-CCLs; OUTs; with both offline and online programmes; varying degrees of quality; and
- The purpose of any apex agency should be giving academic direction for quality improvement and not policing.

3.5 PURPOSE AND PROCESS OF ACCREDITATION OF UNIVERSITIES IN KENYA

Presented By Prof. Everett M Standa, MBS Commission Secretary/Chief Executive Officer

(NB: This paper is compiled from the slides used in the Power-Point presentation)

Introduction

What is Accreditation?

Accreditation is a process by which a Government or a quality assurance agency evaluates the quality of a higher education institution as a whole or a specific educational programme in order to formally recognise it as having met certain predetermined minimum standards or criteria. The result of this process is usually the awarding of a status of recognition, and sometimes license to operate within a time-limited validity.

Accreditation can therefore be defined as **“a process of quality control and assurance whereby as a result of inspection or assessment, an institution is recognized as having met minimum acceptable standards”**.

In Kenya (CHE) accreditation means public acceptance and confirmation as evidenced by award of a charter, that an institution meets and continues to meet academic standards set by the Commission.

For the purpose of this paper accreditation is being used loosely to include other processes of external quality assurance such as quality assessment and quality audit.

What is Quality?

Quality means different things to different people, and is relative to processes or outcomes: Quality is a difficult concept, and quality in higher education is much more confusing. Quality in higher education is perceived as consisting of a synthesis of conformity, adaptability and continuous improvement; it is a synthesis of a range of expectations of many stakeholders. Students may focus on facilities provided and perceived usefulness of education on future employment. Academic staff may pay attention to the teaching learning process. Management may give importance to the institution's achievements. Parents may consider the achievement of their children. Employers may consider the competence of the graduates. Quality can therefore be viewed from many approaches. For example:

- (a) **Quality as excellence/exceptionality.** Traditionally may be used in evaluating doctoral programmes or cutting edge research.
- (b) **Quality as conformance to standards /threshold.** It originates from manufacturing industry, it uses pre-determined standards. Often the basis for accreditation used in approval to start a programme may hinder innovation.
- (c) **Quality as fitness-for-purpose.** Quality is viewed in relation to the purpose of the product or service and is improvement-oriented. Who determines the purpose? - the institution, government or both.
- (d) **Quality as added value.** It focuses on students: value added to students during education and training, what has the student learnt? Student's competence and employability.
- (e) **Quality as a value for money.** It focuses on efficiency and effectiveness, it measures output against inputs, quality corresponds to satisfaction of customers – students, parents, and government.

It is the fitness-for-purpose that is seen by many quality assurance experts as a meaningful way of defining quality because it includes all other definitions, and it is flexible. The CHE,

however, uses all types of definitions in its quality assurance activities depending on the activity in question.

Quality Control: Checks whether activities were carried out as intended, periodic checks on how a programme achieves stated aims and objectives, students attaining learning outcomes. It is done by departments.

Quality Assurance: Means by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced, it is a continuous process.

Internal Quality Assurance: Institutional policies and mechanisms for fulfilling its own purposes and H.E standards in general.

External Quality Assurance: External agency e.g. CHE or another body assessing operations of HEI or its programmes.

Quality Assessment

It indicates the actual process of external evaluation (reviewing, measuring, and judging) of quality of higher education institutions and programmes. It consists of those techniques that are carried out by an external body in order to evaluate the quality of higher education processes, practices, programmes and services.

Quality Audit

This is the process of quality assessment by which an external body assures that the institution or programme quality assurance procedures, or the overall (internal and external) quality assurance procedures of the system are adequate and are being carried out. In Kenya this is referred to as re-inspection.

Who is Responsible for Accreditation?

Accreditation in higher education in Kenya is compulsory. It is undertaken by:

- (i) Ministry of Education and Ministry of Higher Education, Science and Technology for institutions offering certificate and diploma level education;
- (ii) Professional bodies for institutions offering professional programmes; and
- (iii) Commission for Higher Education for institutions offering university level education.

To Whom Does Accreditation Apply?

In higher education accreditation is applicable to all institutions.

In the context of the Commission for Higher Education, it is applicable to: Private universities and Post Secondary School Institutions offering degree programmes. (**Not public universities!!!!**).

National quality assurance continuum can often be presented in a matrix distribution of responsibilities.

MATRIX OF QUALITY FUNCTIONS IN HIGHER EDUCATION IN KENYA

Unit of Assessment of Quality	Institution	Diploma Programmes	Undergraduate programmes	Postgraduate Programmes	Students
Initial Assessment/ Licensing/ Registration	MHEST/MOE, other Government department, CHE	MHEST/MOE, Other Government departments, CHE	Licensed HEIs, CHE	Licensed HEIs, CHE	KNEC Exams, Institutional Exams, International Exams, professional Exams.
Supervision	MHEST/MOE, other Government departments, CHE, Professional bodies	HEIs, MHEST/MOE, other Governments departments, Professional bodies	HEIs, CHE, Professional bodies	HEIs, CHE, professional bodies	HEIs
Accreditation/ Validation	CHE, Professional bodies	CHE, professional bodies	CHE, professional bodies	CHE, Professional bodies	Alumni Employers reports
Professional Certification	Professional bodies	Professional bodies	Professional bodies	Professional bodies	Professional bodies
Public Information	Central Government, MHEST/MOE, CHE	Central Government, MHEST/MOE, CHE, HEIs	Central Government, MHEST/MOE, CHE, HEIs	Central Government, MHEST/MOE, CHE,	HEIs, MHEST/MOE, CHE

PURPOSE OF ACCREDITATION

The main purposes of accreditation are threefold, namely: quality control; accountability and public assurance; and improvement of quality/ guidance in achieving expected standards.

The mechanisms that have been put in place to address these purposes include: Establishment/ Registration/Licensing; Accreditation/Standardization/Assessment; and Supervision/Re-Inspection/ (Quality Audit).

Quality Assurance Options

The Commission uses both Standard-Based Approach and Fitness-for-Purpose Approach in its quality assurance processes.

Standard-Based Approach

This is conformity to set requirements. In this case, quality is measured against pre-determined standards. It focuses on standards and the extent to which they are being met.

Fitness-for-Purpose Approach

Assumes that: Quality is equal to goals, purpose and objectives set by the institution. The QAA examines the institution's adherence to set purposes, goals and objectives.

Quality assurance options are many as shown in the following table:

Classification of Basic Quality Assurance Options

Purpose	Quality Control	Accountability/ Public Assurance	Improvement/ Guidance
Mechanism	Establishment/ Registration (Licensing)	Accreditation/ Standardisation Assessment	Re-Inspection Supervision Quality Audit
Framework	Standard-Based Approach	Standard-Based Approach	Fitness-for-Purpose Approach
Procedure	Mostly external assessment	Both internal and external assessment	Both self- assessment, Peer review
Nature	Compulsory	Compulsory	Compulsory

Levels of Accreditation

Accreditation in universities in Kenya is the responsibility of CHE and done at both institutional and programme level.

(a) Institutional Accreditation: In Kenya it is done to give formal recognition of status through;

- (i) Grant of Letter of Interim Authority.
- (ii) Award of Charter.
- (iii) Grant of Re-Inspection Certificate.
- (iv) Certificate of Authority for PSSI to collaborate with universities for purposes of offering degree programmes.

(b) Programme Accreditation leads to;

- (i) Validation of diploma programme.
- (ii) Approval of degree programme.

COMMISSION FOR HIGHER EDUCATION AS QUALITY ASSURANCE AGENCY

External quality assurance in degree awarding institutions is the responsibility of the Commission for Higher Education (CHE). This is done through the accreditation process. The Commission's vision and mission are:

Vision

To be a world-class body for the advancement and quality assurance of higher education.

Mission

To ensure increased provision of sustainable quality higher education and training through planning, coordination and resource mobilization and information service.

CHE's Mandate

The Commission was established by an Act of Parliament in 1985, among other things, to ensure quality in higher education, with particular reference to university education. It is

a body co-operate and enjoys autonomy in its operations and decisions. About 80% of its funding is from the Exchequer. The establishment of the Commission was a response to many national needs, but the critical ones were:

- (a) The increasing demand for higher education which led to increased number of public university institutions from one (1) between 1961-1984 to six (6) from 1984-1990, with a corresponding increase in student enrollment from 7,624 in 1985/86 to 11,110 in 1990/91. Currently the enrolment in all universities is about 145,000. This rapid expansion put a strain on available academic resources and hence brought a challenge on quality of education offered. Currently (2008) there are seven (7) public universities with a total student enrolment of about 123,000.
- (b) The emergence of private universities in the 1970s and 1980s, added a new dimension to quality of university education, especially those that were not affiliated to any accredited institutions.

Core Functions of CHE

The functions of the Commission are specified in Universities Act, CAP 210B of 1985 and have been summarized as follows: Accreditation and regular re-inspection of universities; Planning for the establishment and development of higher education and training; Mobilization of resources for higher education and training; Co-ordination and regulation of admission to universities; and Documentation, information service and public relations for higher education and training.

Regulatory Mechanisms used by the Commission

In order to discharge its mandate as pertains to quality assurance through accreditation process, the Commission has developed several instruments. These include: Rules; Standards; Guidelines and Criteria and Questionnaires.

(a) Rules

In order to operationalise the Universities Act, the Commission has drawn two sets of Rules:

- (i) *The Universities (Establishment of Universities, Standardisation, Accreditation and Supervision) Rules 1989, which provide for:*
Registration of private universities existing prior to the establishment of the Commission through issuance of Certificate of Registration; **Establishment** of new universities through either issuance of a Letter of Interim Authority and subsequent **Award** of a Charter; Preparation of institutional standards governing performance, operations and general conduct of all universities; **Continuous evaluation** of performance and supervision (quality assurance and enhancement); **Submission** of annual reports by universities of their activities; **Re-inspections** through detailed evaluations after every three years; and **Approval** of any new academic programmes.

These rules apply to:

Any private university; Any public university other than a public university established by an Act of Parliament; Any university established outside Kenya; Any agent or agency of a foreign university operating or intending to operate as or on behalf of a foreign university within Kenya; and any Post Secondary School Institution intending to provide university education.

-
- (ii) *The Universities (Co-ordination of Post Secondary School Institutions for University Education) Rules, 2004*, which generally provide for:

Validation of diploma programmes of PSSIs; **Collaboration** of post-secondary school institutions with other institutions of higher learning for purposes of offering degree programmes; **Preparation**, by the Commission, of **course standards**; for co-ordination of programmes of PSSIs; **Continuous evaluation** of performance and Supervision by the Commission of PSSIs that have been granted certificates of validation or have been authorised to collaborate through - annual reports, self-evaluation, inspections and/or visitations by the Commission.

(b) Standards for Quality Assurance

The Commission has developed standards for:

- (i) *Physical facilities (2nd Schedule of the 1989 Rules).*

These prescribe the minimum standards for the following:

- **Public Health** (materials used, lighting, ventilation, sound, water supply etc.);
- **Public Safety** (fire safety, structural soundness etc.);
- **Physical facilities–building** (lecture theatres, laboratories, libraries, workshops, studios, student hostels etc.)
- **Utility** and other services (water supply, power, and telephone, external drainage and waste water services, access roads, parking appropriate
- **Land** (50 acres), location, ownership and tenure (45 yrs); and
- **Spatial requirements** (minimum size of various buildings, unit numbers, location relationships).

- (ii) *Standards for academic programmes (Curriculum).*

There are two sets of standards: for validation of diploma programmes of PSSIs and for evaluation of university programmes. The standards stipulate *inter alia*: Minimum contact hours per academic programme; Minimum admission requirements; Content of programmes (core courses, electives, common courses); Assessment process; The full-time staff/student ratio; Academic leadership; Core-texts and journals; E-resources.

- (iii) *Standards for University libraries*

The standards for university libraries in Kenya provide for, among others:

Goals, mission and objectives of the library; The organisation and access of information resources; Staffing levels of a library; Administrative structures; Library services and ICT; and Library budget.

(c) Guidelines

The Commission developed guidelines for preparing various documents, these include guidelines for: Preparing a proposal for the establishment of a new university; Preparing curricula of academic programmes; Rules and Regulations governing the conduct and discipline of students in universities operating with Letters of Interim Authority (LIAs); and Preparing charters and statutes.

(d) *Questionnaires*

The Commission has two sets of questionnaire to assist institutions to assess themselves prior to external assessment: An institutional inspection questionnaire for the award of charter and self-evaluation questionnaire for Re-inspection.

CHE'S ACCREDITATION PROCESSES

These include:

- (a) Processes leading to Grant of Letter of Interim Authority;
- (b) Processes leading to award of Charter;
- (c) Post award of Charter (Re-Inspection);
- (d) Process of validation of Post Secondary School Institutions Programmes; and
- (e) Process leading to Grant Authority of PSSI to Collaborate, to offer University level education.

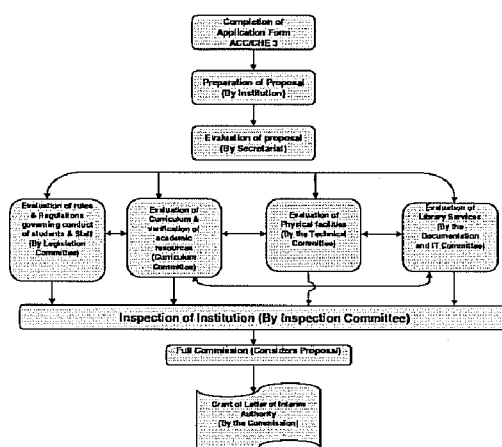
(a) *Process Leading to Letter of Interim Authority*

- (i) The Commission ensures that existing or proposed physical facilities, human and financial resources, proposed academic programmes and academic resources and governance structures are adequate and sustainable for running a university. If satisfactory the institution is granted a Letter of Interim Authority. This is done by use of peer reviewers.

The LIA allows the sponsor to:

- Set up a governing body;
- Commence or continue the development of physical facilities;
- Commence or continue to assemble academic resources;
- Advertise academic programme(s); and
- Admit students to such programme(s).

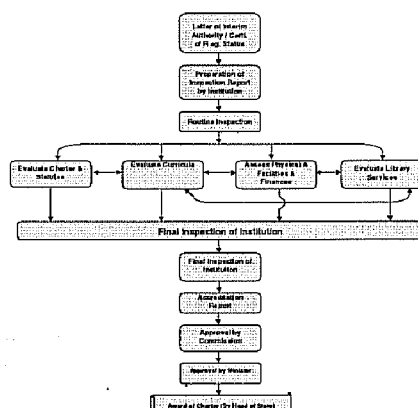
Processes leading to Grant of Letter of Interim Authority



(b) Process Leading to Award of Charter

Within 3 years after grant of LIA or as the Commission may determine, the process of full accreditation will start. This involves a detailed and thorough re-evaluation of the resources of the institution. These include: Physical facilities; Academic programmes and academic resources; Student enrolment per programme; Staffing levels and their qualifications; Research activity and publications; financial resources, including audited accounts; and Development Plans. If satisfactory the university is awarded a Charter. Further use is made of peer reviewers and experts/technical support.

Processes leading to award of Charter

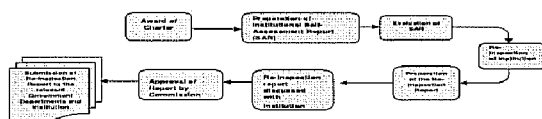


(c) Post Award of Charter Re-Inspection

Every university authorized to operate is required to undergo continuous supervision and inspection by the Commission, through submission of annual reports of its activities; and after every three years or as the Commission may determine, a re-inspection or evaluation to ensure that appropriate standards have been met and continue to be met. It involves:

- **Self-Assessment Report (SAR)** by institution in terms of:
Performance of institution in relation to its objectives; Effectiveness of governance and administrative structures; Achievement of development plans; Research activities; Staff and staff development; Student enrolment and student services; Departmental issues such as goals/learning outcomes, skills and attitudes developed in students, student load, student counseling, internal quality assurance mechanisms, graduate destination and employability and financial resources and sustainability.
- Re-inspection of institution based on the self-assessment report.
- Preparation of inspection report.
- Discussion of inspection report between the institution and the CHE.
- If satisfactory, a Certificate of Re-Inspection is granted.
- All new programmes must, however, be approved by the Commission.

Post award of Charter Re-Inspection.



(d) Criteria for Recognition and Equation of Qualifications

Recognition and equation of qualifications are a key component of quality assurance. They inter alia: Enhance mobility in an internationalised and globalised world; Encourage dynamism and flexibility in the entry; achievements and experiences of higher education; Promote lifelong education, whilst ensuring the continuous improvement of quality of instruction; Enable better co-ordination of entrance requirements to educational institutions.

(e) Process Leading to Grant of Authority to Collaborate

A PSSI that has been awarded a certificate of validation for a given diploma programme may apply for authority to collaborate with another institution or university for purposes of offering academic programme(s) of that university or institution. In the discipline of the validated diploma programme. The process includes assessment of: Terms of contract between the PSSI and the collaborating university; Mode of teaching; Mode of conducting examinations, assessment; Rights and obligations of the collaborating PSSI and university; Resources devoted to the programme; Management and administration of the programme; and Accreditation status of the university in its country of origin and the accreditation status of the programme.

(f) Accreditation of Academic Programmes

Accreditation of academic programmes involve:

- Evaluation of curricula of proposed academic programmes by peers.
 - Site inspection of university (by peers) to verify available academic resources to support the programme; and
 - Consideration for approval by the Commission.
- Peers must have PhD in subject area. Peers are selected from universities, professional bodies and industry.

(iv) Recommended full-time staff : student ratio (FTSE)

Cluster of Programme	Ratio
1. Applied Sciences	1:10
2. Arts and Humanities	1:15
3. Medical and Allied Sciences	1:7
4. Pure and Natural Sciences	1:10
5. Social Sciences	1:18

(v) Minimum lecture hours per academic programme

Cluster of Programme	Ratio
1. Applied Sciences	2240
2. Arts and Humanities	1680
3. Medical and Allied Sciences	3960
4. Pure and Natural Sciences	1785
5. Social Sciences	1680

(g) Recognition and Equation of Qualifications

Recognition and equation of qualifications has gained increased importance because:

- Globalisation of world economy leading to intense labor movement across national borders;
- An increased regional conflict has led to greater number of people seeking employment outside their countries;
- Many Kenyans continue to seek higher education outside the country;
- A number of Kenyans are acquiring education through open and distance learning;
- A number of non-traditional, market driven programmes are being introduced in higher education institutions; and
- Many employers are requiring higher education qualifications for similar tasks than in the past.

The Commission is limited to recognition and equation of degrees and postgraduate diplomas.

(h) Guidelines on Cross-Border Provision of Higher Education

International Institute for Educational Planning / UNESCO have developed guidelines on provision for cross-border higher education, which all member states adopt. They cover:

- Government of Host Country;
- Receiving (host) Institution;
- Exporter of higher education;
- Students; and
- Quality Assurance Agency (QAA) in host country.

Each state or Country is expected to study these guidelines and apply them appropriately taking cognisance of existing higher education environment and the prevailing legislation.

USES OF ACCREDITATION SYSTEMS FOR DIFFERENT STAKEHOLDERS

Users	Uses
Government	(1) To define higher education country-wide. (2) To assure quality higher education for citizenry. (3) To assure quality labour force. (4) To determine which institutions and programmes receive funding. (5) To accept into the Civil Service only those graduates from accredited institutions. (6) To generally use quality assurance as a means of consumer protection
Students	(1) To assist in selecting an institution for study. (2) To ensure transfer between accredited institutions. (3) To ensure admission at the graduate level to a different institution from undergraduate degree. (4) To assist in employment, particularly into professions
Employers	To ensure the quality of employees
Funding Agencies	To determine eligible institutions / or students for funding for better use of public funds
Higher education institutions	(1) To improve institutional information and data. (2) To enhance institutional planning. (3) To determine membership in certain organisations. (4) To facilitate transfer schemes.

CHE'S PRINCIPLES OF QUALITY ASSURANCE

The Commission for Higher Education:

- Recognises that quality control and quality assurance are primarily the responsibility of the institutions of higher learning;
- Respects the autonomy, identity and integrity of the institutions;
- Applies standards that have been subjected to consultation with stakeholders;
- Benchmarks with international standards through (attachment of staff to Other QA Agencies and Networking;
- Uses of peer reviewers from universities, industry and Research Institutions; and
- Uses of Specialist Committees of the Commission.

CHALLENGES TO THE COMMISSION

There are several challenges the Commission faces in ensuring quality in higher education, but the major ones are:

a) Legal Framework

There are many laws governing tertiary education. These include:

- The Education Act (Governing Post Secondary School Institutions such as Polytechnics, Teacher Training Colleges and other Diploma granting institutions).
- The individual Public University Acts.
- The Universities Act Cap. 210B which established the Commission in 1985.

(b) Issues of Internationalisation

The World Trade Organisation (WTO) General Agreement on Trade in Services (GATS) has included education as a tradable service. This has led to large number of cross-border higher education providers that have entered into collaborative arrangements with non-university institutions for purposes of offering degree programmes. The facilities available in these institutions may not be adequate nor appropriate to support degree programmes.

Most of these institutions of higher learning have tried to do so without the authority from the Commission. This is done through:

- Collaboration with PSSIs;
- Local agencies/agents;
- Distance learning; and
- Virtual learning (Africa virtual university).

(c) Delivery of Education using Information Communication Technology (ICT)

- Difficulty in ascertaining authenticity of some foreign qualifications especially e-learning;
- Plagiarism;
- "Diploma Mills" continue to flood the education sector;
- New modalities of dealing with recognition and equation of foreign qualification required; and
- Ensuring quality of online, virtual education is still a challenge.

(d) Maintaining a Comprehensive Database on Critical Information Relating to Quality Assurance

- Development of databases of experts who are continuously moving from university to university, across nations and continents;
- Training of critical mass of external reviewers who understand the aspirations and processes of the Commission and who can be called upon to assist the Commission at minimal pay;
- Ensuring that external reviewers do not have conflict of interest in the institutions they are reviewing;
- International benchmarking through staff of CHE attending conferences and through staff exchange - this requires heavy financial input; and
- Developing best practices that ensure that the Commission's processes are timely, and ensure quality education without seeming to interfere with the autonomy of the Higher Education Institutions (HEIs).

e) Establishing Formal Linkages

Establishing formal linkages between the Commission and other National and regional and international quality assurance agencies is needed:

- The Commission has shared its experiences with other QAA in Africa, which include - Namibia, South Africa, Botswana, Nigeria, Tanzania and Uganda.
- The Commission has attached staff to QAA in USA, South Korea, United Kingdom and Australia for International benchmarking.
- Strengthening CHE's membership with international bodies such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Inter-University Council of East Africa (IUCEA).

f) Lack of Harmonisation of Quality Assurance Systems of Various bodies

Various professional bodies are also responsible for quality assurance such as:

- The Kenya Medical Practitioners and Dentists Board;
- The Architectural Association of Kenya;
- The Medical Technicians and Technologists Board and
- The Engineers Registration Board.

The Commission invites professional bodies during consideration of relevant academic programmes or insists that institutions clear with professional bodies before approval of programme is granted.

The relationship between CHE and Professional bodies needs to be formalised.

TOWARDS A STRONGER MORE EFFECTIVE AND EFFICIENT CHE

The Government is in the process of introducing reforms towards enabling the Commission for Higher Education carry out its full mandate effectively as a quality assurance body in higher education. The reforms include:

(a) Appointment of the Public Universities Inspection Board

In its interim report dated 16th January 2006, the Board made several recommendations which include:

- (i) Developing a legal framework that gives the Commission full mandate to carry out its role as the quality assurance agency for higher education;
- (ii) Making the Commission more efficient through;
 - enhanced funding, enhanced capacity building
 - providing it with better infrastructure including ICT.
- (iii) Streamlining CHE through restructuring to reflect its expanded role and enhanced functions; and
- (iv) Strengthening CHE as the provider of other advisory services to higher education sector.

(b) Appointment of Task Force for Harmonisation of the Legal Framework for the Education Sector (2006)

It is hoped that the work of this taskforce will enable the Commission to provide external quality assurance in public universities.

(c) Sessional Paper Number 1 of 2005 on Policy Framework for Education, Training and Research

The Sessional Paper No. 1 of 2005 identifies CHE as the national agency for the advancement and quality in higher education. It is therefore expected that it will be the national quality assurance agency for higher education.

(d) The Commission's Strategic Plan 2005-2010

As part of the Strategic Plan, the Commission redefined its vision, mission, strategic objectives and strategies to affect its core functions over the next five years. This will enable CHE to address some of the challenges highlighted.

(e) Regional Collaboration

Regional collaboration is expected to improve and harmonize quality in university education across East Africa for ease of movement of students, academic staff, and employment across countries in consistence with the East African Federation; and to enhance international competition.

i) *Developing an East African Framework for Internal Quality Assurance (Kenya, Uganda, Tanzania, Uganda, Rwanda and Burundi);*

- 32 universities in Kenya, Uganda and Tanzania are participating in self-assessment at programme level (since September. 2007); and
- 34 additional universities are expected to participate from September. 2008.

ii) *Credit Accumulation Transfer System (CATS)*

The main goal of the project is to facilitate students' mobility amongst institutions in the region through credit accumulation and transfer by determining minimum requirements for selected academic programmes. The programmes being considered currently are:

- BSc. Agriculture;
- BSc. Horticulture;
- Medicine; and
- Computer Science.

CONCLUSION

Regional management of quality assurance in education and training is so important now than ever before due to the forces of globalisation and liberalization of higher education. Quality assurance requires a concerted effort between individual institutions, regulatory bodies and government/state ministries and/or departments. Success is mainly achieved if there are set goals, objectives, rules and minimum standards to be achieved/adhered to by all who aspire for quality. These goals, objectives, Rules and standards should, however, be reviewed regularly to be in tandem with the changes that occur from time to time.

The need for stronger linkages between QA Agencies – Regional and international cannot be overemphasised. The East African Region is already advanced in the area of quality assurance.

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APPENDIX

STATUS OF UNIVERSITIES IN KENYA

(As at August 2008)

(a) Public Universities

1. University of Nairobi, Established by an Act of Parliament in 1970.
2. Moi University, Established by an Act of Parliament 1984.
3. Kenyatta University, Established by an Act of Parliament in 1985.
4. Egerton University, Established by an Act of Parliament in 1987.
5. Jomo Kenyatta University of Agriculture and Technology, Established by an Act of Parliament in 1994.
6. Maseno University, Established by an Act of Parliament in 2000.
7. Masinde Muliro University College of Science and Technology, Established by an Act of Parliament in 2006.

(b) Private Universities

(i) Chartered Universities

1. University of Eastern Africa, Baraton (1991), Re-inspected in 1996.
2. Catholic University of Eastern Africa (CUEA), (1992) Re- inspected in 2003.
3. Daystar University (1994), Re-inspected in 2005.
4. Scott Theological College (1997); Re-inspected in 2005.
5. United States International University (USIU) (1999), Re-inspection in 2006.
6. Africa Nazarene University (ANU) (2002).
7. Kenya Methodist University (KeMU) (2006).
8. St. Paul's University (2007).
9. Pan African Christian University (2008).
10. Strathmore University (2008).
11. Kabarak University (2008).

(ii) Universities with Letters of Interim Authority (LIA)

1. Aga Khan University (2002).
2. Kiriri Women's University of Science and Technology (2002).
3. GRE TSA University (2006).
4. Great Lakes University of Kisumu (2006).
5. KCA University (2007).
6. Presbyterian University of East Africa (2007).
7. Adventist University of Africa (2008).
8. Mt. Kenya University (2008).

(iii) Universities Operating with Certificates of Registration (All Registered in 1989)

1. Kenya Highlands Bible College (KHBC)
2. Nairobi International School of Theology (NIST)
3. Nairobi Evangelical Graduate School of Theology (NEGST)
4. East Africa School of Theology (EAST)

3.6 THE ROLE OF PROFESSIONAL BODIES IN QUALITY ASSURANCE: "THE MEDICAL PRACTITIONERS AND DENTIST'S BOARD VIEW"

Presented by Prof. Barasa O. Khwa-Osyula (Chairman, Education and Specialist Recognition Committee, Medical Practitioner's and Dentists Board.)

(N.B. This paper is compiled from the slides used in the Power-Point presentation)

Regulatory Bodies

- a) Earliest evidence of a Regulatory Body, in the history of medicine, was in 4th century BC when the profession was guided by Hippocratic Oath. The Oath addresses the following areas:
 - (i) Relationship between doctors
 - (ii) Protection of the public-safety, confidentiality
 - (iii) Ethics-including corruption
 - (iv) Discipline
- b) General Medical Council of UK was established in 1858, by Act of Parliament, with power to protect, promote and maintain the health and safety of the public;
- c) The Medical Practitioners and Dentists Board Act of 1978 established the Board to regulate medical and dental and practice and advise MOH;
- d) The Act was amended in 1991 to include Supervision and Regulation of Medical and Dental Education; and
- e) In 2002 the East African Ministers of Health signed a joint communiqué to establish "Health Regulation and Standards Framework" to address standards in medical education among other matters.

Quality Assurance in Medical Schools

- a) In the 4th Century BC medicine was taught by apprenticeship under individual practitioners.
- b) Growth in scientific knowledge led to specialization making it necessary to organize groups for training for doctors which was the beginning of medical schools.
- c) The second half of the 20th Century witnessed a rapid increase in the number of medical schools, sometimes established on unacceptable grounds.
- d) Concern about quality of doctors trained in these schools led to formation of World Federation of Medical Education (WFME) in 1972.

The World Federation of Medical Education: (WFME)

- a) It is an international body representing medical teachers and medical teaching institutions.
- b) It undertakes to promote highest scientific and ethical standards in medical education.
- c) It works in close collaboration with:
 - (i) World Health Organization (WHO);
 - (ii) World Medical Association (WMA);
 - (iii) International Federation of Medical Students' Associations (IFMSA); and
 - (iv) UNESCO.

-
- d) It has developed three (3) sets of documents on “Global Standards in Medical education” covering:
 - (i) Basic Medical education;
 - (ii) Post Graduate Medical Education; and
 - (iii) Continuing Professional Education.

Standards for Quality Improvement

The Main Intentions are to:

- a) Stimulate medical schools to formulate their own plans for change and for quality improvement in accordance with international recommendation;
- b) Establish a system of national and/ or international evaluation and accreditation of medical schools to ensure minimum quality standards for their programmes; and
- c) To safeguard practice in medicine and medical manpower utilization, against a background of increasing internationalizations, by well-defined standards of medical education.

Quality Assurance

The purpose of global standards for quality assurance is to:

- a) Prepare doctors for needs and expectations of society;
- b) Prepare doctors to cope with the explosion in medical scientific knowledge and technology;
- c) Inculcate physicians ability for lifelong learning;
- d) Ensure training in the new information technology; and
- e) To adjust medical education to changing conditions in the health care delivery system.

Areas Addressed

Schools are required to define the following:

- a) Mission and objectives;
- b) Educational programme. In addition to traditional areas, the curriculum should address the following:
 - i. Socio-economic conditions.
 - ii. Behavioural and social sciences and medical ethics.
 - iii. Culture.
 - iv. Teaching methodology.
 - v. Health and disease spectrum.
 - vi. Different forms of health care delivery.
- c) Assessment of students;
- d) Students;
- e) Academic Staff/Faculty;
- f) Educational Resources;
- g) Programme Evaluation;

-
- h) Governance and Administration; and
 - i) Continuous Renewal.

Use of Standards

The standards should:

- a) Cover only general aspects of medical schools and medical education;
- b) Be concerned with broad categories of the content, process, educational environment and outcome of medical education;
- c) Function as a lever for change and reform;
- d) Be formulated in a way that acknowledges regional and national differences. Compliance with standards must be a matter for each community, country or region;
- e) Not imply or require complete equivalence of programme content and products of medical schools;
- f) Respect and allow for reasonable autonomy of medical schools;
- g) Recognise the dynamic nature of programme development;
- h) Be formulated as a tool for medical schools use as a basis and a model for their own institutional and programme development;
- i) Not to be used to rank medical schools;
- j) Set minimum requirements and encourage quality development beyond the levels specified as well as give directions for quality development;
- k) Be developed through broad international discussion and consensus; and
- l) Be tested by, evaluation studies, in each region.

Application of Standards for Quality Assurance

The Standards may be used in the following ways:

1. Instructional self-evaluation;
2. Peer review;
3. Combination of Institutional Self-evaluation and External Peer Review; and
4. Recognition and accreditation.
Depending on local needs and traditions, the guidelines are used by national or regional agencies dealing with recognition and accreditation of medical schools.

Attainment of Standards

Standards can be attained at two levels:

- a) Basic Standard.
This level must be met by every medical school and fulfilment demonstrated during the evaluation of the schools.

-
- b) Standard for quality development.

This level is in accordance with international consensus on best practice for medical schools and basic medical education. Even the most advanced schools might not comply with all standards at this level.

Current Status in East Africa

- a) The Basic Medical Educations WFMW Global Standards for Quality Improvement have been used, by boards and councils, to produce guidelines for accreditation of medical schools at the basic level.
- b) Inter-University Council of East Africa is working on core curriculum.
- c) The process of accreditation of medical schools has begun.

PROBLEMS

- a) There are no clear guidelines on Teaching Hospitals
- b) There is lack of harmonization of roles of different players in medical education.
 - (i) Regulatory bodies
 - (ii) Universities
 - (iii) CHE
 - (iv) Ministry of Health and Ministry of Education

3.7 RANKING OF UNIVERSITIES


Presented by Prof. Olusola Oyewole (Coordinator Association of African Universities, Mobilizing Regional Capacity Initiatives (MRCI))

3.7 RANKING OF UNIVERSITIES
(Presented by Prof. Olusola Oyewole, Coordinator,
Association of African Universities, Mobilizing Regional
Capacity Initiatives (MRCI))

Prof. Olusola Oyewole, Oct 18
2007

Education:

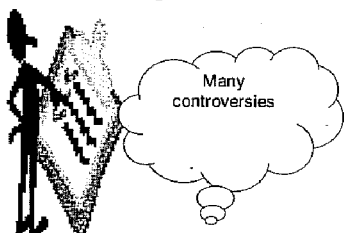
- Is a critical element of development
- Knowledge through education is one avenue through which developing countries could use to narrow their income gap with developed world economies;
- UNESCO – "Quality of knowledge generated within HEIs and its availability to the wider economy is becoming increasingly critical to national competitiveness"



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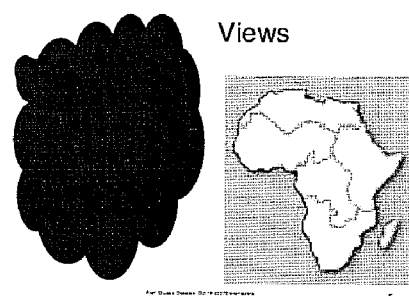
Contributions of Higher Education		
	THE NATION	INDIVIDUAL
ECONOMY	<ul style="list-style-type: none"> >Economic Growth >Poverty Reduction >Employee productivity >Knowledge based economy 	<ul style="list-style-type: none"> >Higher salaries and benefits; >Improved working condition; >Professional mobility; >Increased career prospects
SOCIAL / POLITICAL	<ul style="list-style-type: none"> >Reduced crime >Community engagements >Social cohesions; >Informed criticism, debate and dialogue 	<ul style="list-style-type: none"> >Health & quality of life impro; >Better decision making >Development of potentials >Problem-solving based on dialogue and ideas
EDUCATION	<ul style="list-style-type: none"> >Qualified teachers for HE and others aims of education; >Research on general education >Meeting challenge of globalization 	<ul style="list-style-type: none"> >Building up of the Total man; >Life-long learning capability >Contribution to the growth and development of others.

Ranking of HEIs ????



Prof. Olusola Oyewole, Oct 18 2007

Views



Prof. Olusola Oyewole, Oct 18 2007

Another View

"The demerits of current global ranking system, not-withstanding, the current ranking is a reflection of the deteriorations in many African Higher Education Institutions"

- > Accept the challenge
- > Improve your quality

Prof. Olusola Oyewole, Oct 18 2007

The world will not stop ranking

Information to
students and
policy makers

Wake-up pills



Stimulant of
competition

Rationale for
fund allocation

Prof. Okusola Oyewole, Oct 10 2007

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What is Ranking

1. "Weighted combination of performance indicator scores where the total is used to rank institutions".
2. "Rating and ordering of HEIs or programmes based on various criteria".
3. "Grouping of institutions, comparatively ranked according to a common set of indicators in descending order".



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Why Ranking is promoted

- To provide information to the public and other stakeholders for them to make informed choices in the selection of an institution and/or an academic program
- To provide healthy competition among institutions of higher learning; thus guaranteeing quality improvements;
- To have effective instruments for public accountability;
- To serve as a basis of allocation of funding for institutional support

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Ranking Process. 1

(1) Data Collection.

- The three main sources of data are
- survey data of the opinions or experiences of various stakeholders,
- data from independent third parties (for example, published data from government agencies) and
- data from university sources (Usher & Savino, 2006)- websites, manuals, bulletins, etc..



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Ranking Process. 2

2. Selection:

- The desired variables are selected from the information gathered.



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Ranking Process. 3

(3) Standardization:

- The indicators are then standardized and weighted from the selected variables.



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Ranking Process. 4

- (4) Indicator Weightings and Analyses:
- The weighted variables are finally analysed
 - comparisons are made so that institutions are sorted into a 'ranking order'.
 - Different ranking systems employ different weightings to the indicators.
 - The final ranking score is an aggregate of the total sum of the weightings given to the indicators.

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Historical Context of Ranking

The first record case of academic ranking had been traced to the 1870s, in the United States of America. In 1911, the Bureau of Education published a rating of 344 institutions. The modern ranking process is rather new and it started in 1983 when the US News and World Report (USNWR) began its annual ranking of 'America's Best Colleges' in order to meet a perceived market need for more transparent, comparative data about educational institutions.

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Ranking Evolution. I

- ♦ The magazine Asiaweek published its report on 'Asia's best universities' from 1997 to 2000.
- ♦ 2002 - Swiss Federal Government's Zentrum für Wissenschafts- und Technologiestudien (Centre for Science and Technology Studies) published its 'champions league' of research institutions
- ♦ In 2003, the Academic Ranking of World Universities (ARWU) project from Shanghai Jiao Tong University (SJTU) was produced.

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Ranking Evolution. II

- ♦ 2004 by the Times Higher Education Supplement (THES)
- ♦ 2004 - The International Ranking Expert Group (IREG) was founded
- ♦ 2002 - The National University Commission (NUC), in Nigeria commenced the ranking of Universities in Nigeria
- ♦ 2007 - the African Union Commission African Higher Education Quality Rating System

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The Shanghai Jiao Tong University Global Ranking:

Criteria	Indicator	Code	Weight
Quality of Education	Alumni of an institution winning Nobel Prizes and Field Medals	Alumni	10%
Quality of Faculty	Staff of institution winning Nobel Prizes and Field Medals	Award	20%
	Highly cited researchers in 21 broad subject categories	HIC1	20%
Research Output	Articles published in Nature and Science	N & S	20%
	Articles indexed in Science Citation Index expanded and Social Science Citation Index	PUP	20%
Per Capital Performance	Per capital performance of an institution	PCP	10%
TOTAL			100%

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Analysis – 2008 (Publ. Aug 15)

Region	Top 20	Top 100	Top 200	Top 300	Top 400	Top 500
North and Latin America	17	58	99	136	163	190
Europe	2	34	79	124	168	210
Asia / Pacific	1	8	22	41	68	100
Africa	0	0	0	1	2	3
Total	20	100	200	302	401	503

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Pertinent Questions

- ✓ Is the scholarly environment of African universities that awful that they have not succeeded in breaking into the top 200 universities of world?
- ✓ Are the indicators employed in this ranking applicable to African universities? If they are why has African universities performed poorly in world rankings.

Prof. Okwara Ojewale, Oct 18
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Issues – Methodology & Indicators

Ranking Criteria and Weights

We rank universities by several indicators of academic or research performance, including

- I. Alumni and staff winning Nobel Prizes and Fields Medals,
- II. Highly cited researchers, articles published in Nature and Science, articles indexed in
- III. Major citation indices,
- IV. Per capita academic performance of an institution.

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Issues – Methodology & Indicators

Their Ranking Criteria and Weights

- For each indicator, the highest scoring institution is assigned a score of 100, and other institutions are calculated as a percentage of the top score. The distribution of data for each indicator is examined for any significant distorting effect; standard statistical techniques are used to adjust the indicator if necessary.
- Scores for each indicator are weighted as shown below to arrive at a final overall score for an institution. The highest scoring institution is assigned a score of 100, and other institutions are calculated as a percentage of the top score. An institution's rank reflects the number of institutions that sit above it.

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What African universities must do. I

- **Maintenance of stable academic calendars:** This will enhance the attraction of international staff and students to Nigerian universities
- **Stimulating a vibrant research culture:** This will guarantee the conduct of scholarly research leading to publication of research outputs in international journals.
- **Improvement of facilities for teaching and research:** This will engender quality teaching and research and impact on two of the ranking variables – research impact and proportion of international students
- **Compliance with carrying capacity standards and avoidance of over-enrolment:** This will ensure that the universities apply acceptable teacher/student ratios and able to score high on this measure.

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What African universities must do. II

- **Extermination of cultism / 'Moon-lighting':** This will enhance the attraction of international staff and students. At present such would-be staff and students find our universities insecure.
- **Encouraging universities to focus on programmes where they have strength and not duplicate course offered elsewhere:** This will lead to the evolution of centres of excellence that stand high chance of earning the university a good rank.
- **Strong international linkage with foreign universities:** To foster resource sharing and enhance joint teaching and research which in turn will bolster the standing of the university on most of the indicators in the global assessment.

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What African HE System Must Do. III

- Be pro-active.
- Do not wait for others to define us.
- Let us set up our own indicators for the various criteria
- Define Quality – Fitness of and for our purpose
- Indicators that are relevant to our culture and purpose in Africa

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The Times Higher Education Supplement

Criteria	Indicator	Weighting
University Reputation	Peer review survey of academics	40%
	Survey of 'global employers'	10%
Level of Internationalization	Proportion of academic faculty who are foreign	5%
	Proportion of students who are foreign	5%
Teaching Quality	Staff-Student ration	20%
Research Quality	Research citation per head of academic faculty	20%
25	TOTAL	Prof. Osuala Oyeleke, Oct 18 2007

"Webometric" Ranking. I

1. "Webometric" is a coinage derived from the word "Web" being a shortened form of the "World Wide Web".
2. The "Web" is often used as a composite which includes the Internet.
3. Hence "webometric" means "measured on the basis of web characteristics or presence on the Internet".
4. If an Institution has a strong web (or Internet) presence by way of showcasing its resources, it has a high chance of having a high score on a webometric measure.
5. The ranking procedure is a development of four researchers from *InternetLab* - Isidro F. Aguillo, Begoña Granadino, José Luis Ortega, and José Antonio Prieto (webmaster). *InternetLab* is a working group that is devoted to the quantitative study of the internet and specially the process of scholarly communications on the Web.

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Webometric Ranking. II

Webometric ranking is based on a combined indicator that takes into consideration

- (a) the volume of published materials of the institution on the web, and
- (b) the visibility and impact of the webpages measured by the citations (site citations) or links they receive (inlinks).

The two variables are aggregated as the Web Impact Factor (WIF). WIF which is built on the same principle as the Impact Factor (IF) of the Journal Citation Reports published by the Institute of Scientific Information, now Thomson Scientific. Webometric Rank (WR) is based on the score on WIF

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Webometric Ranking. III

- Five search engines are used in compiling the Webometrics Ranking: Google, Yahoo Search, Live (MSN) Search, Exalead, and Google Scholar. The four indicators used are:
 - Size (S). Number of pages recovered from search engines: Google, Yahoo, Live Search and Exalead.
- Scholar (Sc). Google Scholar provides the number of papers and citations for each academic domain. These results from the Scholar database represent papers, reports and other academic items. (Webometrics Ranking of World Universities)

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Issue

Is Webometric Ranking is a measure of Quality?

Answer:

No but a measure of your Transparency and or Visibility on the World-Wide-Web

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Institutional Web-Sites – Standard Good Practice to Emulate

- Mission, Vision statements (Including Values)
- Institutional Accreditation and Recognition
- Course levels and Areas of Studies
- Tuition Fees Admission selection process
- Selection percentage
- Gender of students (Men and Women)
- International students
- Total Enrolment
- Total Staff
- Type (Profit or non profit)
- Academic calendar
- Campus Type
- Mode of Delivery – e.g. Distance Learning
- Study Abroad / Exchange Programmes
- Sport Facilities and Activities
- Library.

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Magazines Ranking

- NewsWeek Global Ranking
- Maclean's News Magazine Ranking in Canada.
- This Week Universities Ranking in Nigeria

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National rankings

Different organizations and institutions all over the world rank universities on different basis.

United States

Research ranking of American universities is researched and published in the *Top American Research Universities* by University of Florida.

The best-known American college and university rankings have been compiled since 1983 by the magazine *U.S. News and World Report*

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Regional and national rankings Cont'd...

United States Cont'd....

The *Vanguard Rankings* embody profiles of the leading research-doctorate universities in the United States, based on program rankings compiled by the National Research Council (NRC).

The *Washington Monthly's "College Rankings"* (an alternative college guide to the *Vanguard College Rankings* and *U.S. News and World Report*) began as a research report in 2005 and introduced its first official rankings in the September 2006 issue.

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Regional and national rankings Cont'd...

United States Cont'd....

Other organizations which compile general US annual college and university rankings include:

Fiske Guide to Colleges and the

Princeton Review. Many specialized rankings are available in

Guidebooks for undergraduate and graduate students.

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Regional and national rankings Cont'd...

Canada

Maclean's, a news magazine ranks Canadian Universities on an annual basis known as the Maclean's University Rankings.

United Kingdom

Research Assessment Exercises (RAE) are attempts by the UK government to evaluate the quality of research undertaken by British Universities.

Each subject, called a unit of assessment is given a ranking by a peer review panel.

The rankings are used in the allocation of funding each university receives from the government.

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NIGERIA

- The National Universities Commission published the first ranking of Nigerian universities in 2002



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Ranking of Nigerian Universities

2002 Ranking of Nigerian Universities

- It was based on the performance of their academic programmes in the 1999 and 2000 accreditation exercises.

Methodology - Composite Quality of Academic programmes

- Programmes with full, interim or denied accreditation status were awarded an academic quality index of 5, 3, or 1 respectively.
- The total aggregate quality index for each university was the computed as the sum of the academic quality indices of all assessed programmes.

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Ranking of Nigerian Universities Cont'd

- A correction for number of programmes was effected by dividing the total aggregate quality index by the total number of assessed programmes for each university to obtain a composite mean quality index.
- Universities were ranked for quality (mean score) in each academic discipline that had more than one degree programme by comparing their academic quality indices computed in similar manner.
- Universities bunched together in the same position were further separated by comparing their mean accreditation scores for all the degree programmes in the particular discipline.
- One-degree disciplines such as Agriculture, Law, Pharmacy, Medicine, Dentistry and Veterinary Medicine, were ranked according to their accreditation score in the only degree programme in the discipline.

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Ranking of Nigerian Universities Cont'd

- A further ranking of universities based on the quality of each academic programme was done by grouping universities according to the accreditation status earned by each assessed programmes within a given academic discipline.
- Universities were then ranked in descending order of Full > Interim > Denied status for the particular programme.
- Universities whose programmes fell within a given accreditation status were ranked in descending order within that group according to the actual accreditation score they each earned for the particular academic programme.

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Table 1: 2002 Ranking of Nigerian Universities based on the mean quality of the first degree programmes of each of them

RANK	UNIVERSITY	MEAN ACADEMIC QUALITY INDEX
1	UNIVERSITY OF AGOSTINI, AGOSTINI	3.75
2	UNIVERSITY OF AGOSTINI, AGOSTINI	3.68
3	UNIVERSITY OF AGOSTINI, AGOSTINI	3.52
4	UNIVERSITY OF AGOSTINI, AGOSTINI	3.50
5	UNIVERSITY OF AGOSTINI, AGOSTINI	3.45
6	UNIVERSITY OF AGOSTINI, AGOSTINI	3.40
7	UNIVERSITY OF AGOSTINI, AGOSTINI	3.35
8	UNIVERSITY OF AGOSTINI, AGOSTINI	3.30
9	UNIVERSITY OF AGOSTINI, AGOSTINI	3.25
10	UNIVERSITY OF AGOSTINI, AGOSTINI	3.20
11	UNIVERSITY OF AGOSTINI, AGOSTINI	3.15
12	UNIVERSITY OF AGOSTINI, AGOSTINI	3.10
13	UNIVERSITY OF AGOSTINI, AGOSTINI	3.05
14	UNIVERSITY OF AGOSTINI, AGOSTINI	3.00
15	UNIVERSITY OF AGOSTINI, AGOSTINI	2.95
16	UNIVERSITY OF AGOSTINI, AGOSTINI	2.90
17	UNIVERSITY OF AGOSTINI, AGOSTINI	2.85
18	UNIVERSITY OF AGOSTINI, AGOSTINI	2.80
19	UNIVERSITY OF AGOSTINI, AGOSTINI	2.75
20	UNIVERSITY OF AGOSTINI, AGOSTINI	2.70

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Table 1 Cont'd

21	UNIVERSITY OF AGOSTINI, AGOSTINI	2.65
22	UNIVERSITY OF AGOSTINI, AGOSTINI	2.60
23	UNIVERSITY OF AGOSTINI, AGOSTINI	2.55
24	UNIVERSITY OF AGOSTINI, AGOSTINI	2.50
25	UNIVERSITY OF AGOSTINI, AGOSTINI	2.45
26	UNIVERSITY OF AGOSTINI, AGOSTINI	2.40
27	UNIVERSITY OF AGOSTINI, AGOSTINI	2.35
28	UNIVERSITY OF AGOSTINI, AGOSTINI	2.30
29	UNIVERSITY OF AGOSTINI, AGOSTINI	2.25
30	UNIVERSITY OF AGOSTINI, AGOSTINI	2.20
31	UNIVERSITY OF AGOSTINI, AGOSTINI	2.15
32	UNIVERSITY OF AGOSTINI, AGOSTINI	2.10
33	UNIVERSITY OF AGOSTINI, AGOSTINI	2.05
34	UNIVERSITY OF AGOSTINI, AGOSTINI	2.00
35	UNIVERSITY OF AGOSTINI, AGOSTINI	1.95
36	UNIVERSITY OF AGOSTINI, AGOSTINI	1.90
37	UNIVERSITY OF AGOSTINI, AGOSTINI	1.85
38	UNIVERSITY OF AGOSTINI, AGOSTINI	1.80
39	UNIVERSITY OF AGOSTINI, AGOSTINI	1.75
40	UNIVERSITY OF AGOSTINI, AGOSTINI	1.70

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Ranking of Nigerian Universities Cont'd

- From the overall ranking of universities in 2002 the following rankings emerged:

- Ranking of first generation universities
- Ranking of second generation universities
- Ranking of specialized universities
- Ranking of state universities

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2004 Ranking of Universities in Nigeria

The 2004 ranking of Nigerian universities was based on data on the following variables:

1. Percentage of academic programmes of the university with full accreditation status;
2. Compliance with carrying capacity (measure of the degree of deviation from carrying capacity)
3. Proportion of the academic staff of the university at professorial level
4. Foreign content (staff): proportion of the academic staff of the university who are non-Nigerians

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2004 Ranking of Universities in Nigeria

5. Foreign content (students): proportion of the students of the university who are non-Nigerians
6. Proportion of staff of the university with outstanding academic achievements – National Merit awardees, Fellows of Academics
7. Percentage of Internally generated revenue
8. Research output
9. Student completion rate
10. Ph.D graduate output for the year
11. Stability of university calendar
12. Student-to-PC Ratio

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2004 Ranking of Universities in Nigeria

- The mean rank methodology was applied for computing the overall score for each university.
- It is a two step process.
 - Rank of each university was determined on each of the variables.
 - Then add up the rank of each university for all the variables where entries are made and divide by the number of such entries to get the mean rank score.

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2004 Ranking of Universities in Nigeria

- For instance a university that comes first (that is a rank score of 1) on all the 21 variables will have a mean rank score calculated as follows:
- **Mean rank** = Sum of the rank scores ÷ Total number of variables scored

$$= \frac{21 \div 21}{1.0}$$

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2004 Ranking of Universities in Nigeria

A second example: In 15 variables where a university had entries, it ranked 2nd in 10 and 6th in 5 of the entries

- **Mean rank** = Sum of the rank scores ÷ Total number of variables scored
- Sum of the rank scores = $(2 \times 10) + (6 \times 5) = 50$
- Total number of variables scored = 15
- Therefore **Mean rank** = $50 \div 15 = 3.33$
- In interpreting the findings, a lower mean rank score, is an indication of better performance

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Table 2: 2004 Overall Ranking of Nigerian Universities

RANK	UNIVERSITY	MEAN ACADEMIC QUALITY SCORE
1.	University of Lagos	0.91
2.	University of Lagos	0.91
3.	University of Lagos	0.91
4.	University of Lagos	0.91
5.	University of Lagos	0.91
6.	University of Lagos	0.91
7.	University of Lagos	0.91
8.	University of Lagos	0.91
9.	University of Lagos	0.91
10.	University of Lagos	0.91
11.	University of Lagos	0.91
12.	University of Lagos	0.91
13.	University of Lagos	0.91
14.	University of Lagos	0.91
15.	University of Lagos	0.91

Outcome of Ranking of Universities in Nigeria

- Increased Public awareness and interest on university programmes and activities.
- Universities became alive to issues of QUALITY.
- Improved good-will and financial supports from corporate bodies
- National respect for the Commission in charge of universities

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What did the NUC get right in the Nigerian Ranking Process

- All universities, whether private or government are subjected to accreditation
- Involved all the universities in agreeing to the need for ranking;
- Engaged all the universities in the process of formulating the indicators.
- Ranking was done in a transparent way by all the Universities supervised by the NUC.
- Prizes were attached to Excellence
- Universities were openly celebrated

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AFRICA AND THE GLOBAL RANKING

- Biased methodology – Choice of indicators and arbitrariness in giving weightings
- Lack of transparency and inconsistency bias in favour of the Sciences
- Negative impact on developing countries⁵¹
- Misleading on the issue of Quality (Measures 'Reputations' and not 'Fitness for purpose'?)
- Teaching and Learning left out
- Resources
- Relevance to the society

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An African Alternative ?

Rating

- No grading
- No listing
- Self assessment of quality

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African Higher Education Quality Rating System

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Need for an African Alternative

- African HEIs have fared poorly on global rankings - need to consider what quality means in the context of African higher education, and how quality might be measured or assessed
- Create generally agreed criteria, provide appropriate ways of measuring them and transparency throughout the process
- Need to focus on quality assurance (institution, country and continental level)
- Need to acknowledge diversity of contexts
- May have a negative impact, favouring countries that are better resourced, demoralising lesser resourced institutions
- Rankings may impact on 'brain drain'

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An African Higher Education Quality Rating Mechanism

- Purpose:
 - To support processes aiming at improving quality of African HE (Focus area of Plan of Action for the Second Decade of Education)
 - To present an alternative to existing global quality rating/ranking systems that do not take African specificities into account.
 - To contribute to the successful implementation of the AU HEP Harmonization Strategy.

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An African Higher Education Quality Rating Mechanism cont...

- African HE Quality Rating Mechanism
 - Explicitly driven by an improvement agenda in the first instance
 - Accountability is also built in, but not primary
 - Based on a blend of 'fitness for purpose' and 'excellence' approaches to quality so explicitly takes institutional diversity into account
 - Proposes a series of quality criteria which are assessed taking institutional context into account
 - Essentially an external approach, but seeks to build in opportunity for institutional self evaluation and reflection
 - No comparison of institutions, but allows AUG to rate quality as 'unsatisfactory', 'satisfactory' or 'excellent'.
 - Detailed feedback will be provided and institutions will be able to see what steps to take to improve their quality

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An African Higher Education Quality Rating Mechanism cont...

- Level of analysis:
 - Institution and programme levels
 - Institution as first point of analysis – where institution meets quality criteria then they will be invited to submit specific programmes for review
 - Institution as first point of analysis seeks to encourage institutions to develop internal quality assurance procedures so leading to a culture of quality over time
 - Aim is for institutions to take ownership of their own QA processes, in line with national and regional QA bodies.
 - Where institutions or programmes maintain an 'excellent' quality rating for at least four years, they can be considered for recognition as AU Centres of Excellence.

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An African Higher Education Quality Rating Mechanism cont...

- Approach to criteria selection:
 - Include a range of input, process and outcome criteria, with a specific focus on process criteria as far as possible
 - Criteria related to quality assurance have been integrated into each category of criteria to reinforce the idea that quality should be integrated into functioning of programmes and institutions.
 - Criteria formulated in a manner that takes institutional and programme mode of delivery into account.

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An African Higher Education Quality Rating Mechanism – Criteria

- Institutional level criteria in the following categories:
 - Governance and Management
 - Infrastructure
 - Finances
 - Teaching and Learning
 - Research, Publications and Innovation
 - Community/Societal Engagement

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An African Higher Education Quality Rating Mechanism – Criteria

- Programme level criteria in the following categories
 - Programme Planning and Management
 - Curriculum Development
 - Teaching and Learning
 - Assessment
 - Programme Results

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An African Higher Education Quality Rating Mechanism – Rating Institutional Quality

- Designed as an Excel Spreadsheet
- Rubric – a description is provided for each level of performance for each criterion
- Based on institutional information submitted a score is given for each criterion
- Three possible scores:
 - Unsatisfactory performance = 1
 - Satisfactory performance = 2
 - Excellent performance = 3
- Scores for each criterion are automatically summed to provide a subtotal for each category of criteria

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An African Higher Education Quality Rating Mechanism – Rating Institutional Quality cont

- Inline with fitness for purpose approach to quality, need to take institutional diversity into account
- Assumed that governance and management, infrastructure and finances apply to all types of institutions – hence criteria can be applied to all
- However, institutions will differ with respect to their focus on teaching and learning, research and community/societal engagement depending on their specific vision and mission
- Institutions are asked to weight their focus on teaching and learning, research and community/societal engagement when submitting data

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An African Higher Education Quality Rating Mechanism – Rating Institutional Quality cont

- Institutional determined weighting used to weight criteria in these three areas to take account of institutional specificities
- Total weighting across these three categories sums to 100% and same number of questions in each category so no discrimination against institutions based on their specific focus
- A total weighting of 100% was assigned to the three categories assumed to apply equally across institutions with each category being weighted at 33.33%
- Once scoring and weighting have been inputted the total institutional score calculates automatically

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An African Higher Education Quality Rating Mechanism – Rating Programme Quality

- Process the same as for institutional rating
- For programmes, criteria are not specific to type of programme, hence no weighting needed
- Once scores have been assigned, category subtotals and the total programme score are automatically calculated.

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An African Higher Education Quality Rating Mechanism – Interpreting scores

- What do institutional and programme scores tell us about quality?
- Need to determine what scores mean for making judgments about quality
- Process:
 - The minimum, average and maximum possible scores were calculated for institutions and programmes.
 - Midpoint between minimum and average and between average and maximum were used to prepare quality categories

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An African Higher Education Quality Rating Mechanism – Quality Rating Categories

Institutional Level Quality Ratings	Score
Unsatisfactory performance	24 and below
Satisfactory performance	25-40
Excellent performance (Excellent performance for at least four years → Consideration for AU Centre of Excellence)	41 and above
Programme Level	Score
Unsatisfactory performance	49 and below
Satisfactory performance	49-80
Excellent performance (Excellent performance for at least four years → Consideration for AU Centre of Excellence)	81 and above

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An African Higher Education Quality Rating Mechanism – Operational Plan

- Quality rating mechanism to be implemented in partnership with regional and national HE bodies.
- AAU main implementation agency (as agreed by AUC and AAU)
- Operational logic closely follows that of HE Harmonization Strategy

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An African Higher Education Quality Rating Mechanism – Operational Process

- Institutions work with national QA bodies to prepare submission
- National bodies review and verify submission and pass on to relevant regional body (e.g. AARU, CAMES, ECOWAS, COMESA, IUCEA, SADC, SARUA and so on)
- Regional body processes submission, calculate quality rating and prepare narrative report (team of 2 people per regional body)
- Regional body sends quality rating and report to continental level coordinating team (AAU) for final review and verification (team of 5 people)
- 3 stage process building on existing roles of national, regional and continental structures.
- 3 levels of verification to ensure consistency of review across countries and regions.

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An African Higher Education Quality Rating Mechanism – Marketing

- Participation is voluntary, so marketing and awareness raising is important
- Ministers can be requested to raise awareness in their countries.
- Regional bodies will play a key role in raising awareness in regions through regional meetings and communication with members.
- Close alignment between national and regional QA processes will also serve to raise awareness
- Participation provides a means for identification as AU Centre of Excellence.

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An African Higher Education Quality Rating Mechanism – Managing Data

- Key to effective implementation will be data management
- AU Harmonization Strategy proposes a Central Database of African Higher Education Institutions and Programmes
- Data will be stored and managed locally, with the central database facilitating information sharing across the continent
- This system should form the basis for managing data submitted by institutions and programmes for the quality rating mechanism
- In the shorter term – suggested at meeting of experts that a website be established for information dissemination to all stakeholders
- Website to be developed and managed by AAU as part of their quality assurance work.

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An African Higher Education Quality Rating Mechanism – Implementation Plan 2007-2011

- Phase One: Securing agreement, buy-in and funding (August 2007-August 2008)
 - Obtain formal agreement from all stakeholders
 - Small pilot quality rating mechanism (e.g. with three institutions)
 - Prepare funding proposals to secure funding for full scale implementation

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An African Higher Education Quality Rating Mechanism – Implementation Plan 2007-2011

- Phase Two: Pilot implementation processes across at least five African countries (from different regions if possible) (September 2008-September 2009)
 - Pilot the process and implementation structures
 - Pilot use of Information Tool to support implementation
 - Consultative workshop to review and finalise procedures

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An African Higher Education Quality Rating Mechanism – Implementation Plan 2007-2011

- Phase Three: Full scale implementation (August 2009-2011 and ongoing)
 - Marketing of quality rating mechanism
 - Processing of institutional and programme submissions
 - Ongoing review and improvement of quality rating mechanism and process
 - Annual peer review visits to one institution per region
 - Annual consultative workshop for stakeholder feedback and input

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Conclusion

- Thanks for the invitation.
- Greeting from the new Secretary-General of AAU



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PART IV:

4.0 OFFICIAL OPENING AND CLOSING

4.1. OPENING

4.1.1 Welcome Remarks

Prof. Kihumbu Thairu, the Chairman, Commission for Higher Education welcomed the participants and guests to the workshop. In his welcome remarks he noted that:

- a) The workshop theme was appropriate as it came at a time higher education finds itself at the centre of knowledge economy innovations in Information Communication Technologies, with emphasis on market economy, liberalisation of trade and including trade in educational services;
- b) Knowledge is the wellspring of economic and social development. It is therefore imperative that higher education institutions in Kenya become innovative, high quality powerhouses of knowledge dissemination and production;
- c) Despite the various criticisms that have been levelled against the criteria used in the global ranking of universities, ranking of universities continues to shape domestic and international perceptions of the quality of universities; and
- d) It is incumbent upon Kenyans to develop appropriate criteria for ranking the local institutions, using criteria that are particular to the Kenyan system. This will in effect shield Kenyan institutions from the inherent bias of the global ranking systems that favour non-Kenyan and indeed non-African cultures.

4.1.2 Opening Remarks

The workshop was officially opened by Prof. Crispus M. Kiamba, the Permanent Secretary, Ministry of Higher Education, Science and Technology, who also delivered the Keynote address. The following points were noted from the speech:

- a) There is need to inculcate the culture of quality in higher education at the individual and institutional/organizational level;
- b) The universities should assist the government to sharpen the instruments of the Performance Contracting process that has been introduced by the government as a way of improving quality in the public sector. Since public universities have already entered into the third cycle of Performance Contracts it is hoped that this process has already begun to enhance quality in their respective institutions;
- c) One private and two public universities had already received ISO certification, namely: Strathmore University, Kenyatta University and University of Nairobi. The other universities were urged to pursue ISO certification as it is a mark of quality not only in the industry but also in the education sector;
- d) Universities were challenged to embrace ranking as a basis for quality noting that in some countries, ranking has also been used as a basis for funding by governments and funding organizations/agencies; and
- e) There was a need to form national and regional collaborations for effective participation in the globalized, liberalized and commercialized higher education sub-sector.

4.2 CLOSING REMARKS

The workshop was closed by Mr. Titus M. Ndambuki, the Permanent Secretary, Ministry of State for Public Service, Office of the Prime Minister. In his speech, he noted the following:

- (a) Public Service is a key stakeholder in higher education and would benefit if quality in higher education was enhanced and maintained;
- (b) For Kenya's Vision 2030 to be realized there was need for enhancement of quality in higher education which would in turn be translated into requisite skills and competencies for social, industrial and economic development;
- (c) It was noble for institutions of higher learning to provide high standards of tuition to its learners (customers). This would not only enable them stay afloat in the highly competitive higher education market but also result in increased accountability to the consumer;
- (d) Universities need to ensure that they remain relevant in the society, thus they should periodically get together to share ideas and make recommendations to improve the social economy relevance of higher education;
- (e) CHE in conjunction with other regional and international quality assurance bodies and universities should develop ranking criteria that would be used to rank the universities/institutions of higher learning in Kenya. This would enable students make informed choices of where to study; and
- (f) Quality enhancement makes the difference between failure and success.

4.3 SPEECHES

4.3.1. OPENING

Welcome Remarks

By **Prof. Kihumbu Thairu**

Chairman, Commission for Higher Education

Prof. Crispus Kiamba, Permanent Secretary, Ministry of Higher Education Science and Technology,
Prof. Chacha Nyaigotti-Chacha, Executive Secretary, Inter- University Council of East Africa
(IUCEA),

Prof. Bethwel Ogot, Chancellor, Maseno University,
Vice-Chancellors of public and private universities,
Representatives from the Ministry of Higher Education Science and Technology,
Representatives from Regional Accrediting Bodies,
Fellow Academicians,
Distinguished Guests,
Ladies and Gentlemen,

On behalf of the Commission for Higher Education, allow me to welcome you all to this stakeholders' workshop on 'Enhancing Quality in Higher Education in Kenya'. For those who have come from outside the country, please feel at home in this beautiful country, Kenya.

Ladies and Gentlemen, this workshop comes at a time when higher education finds itself at the centre of knowledge economy, innovations in Information Communication Technologies (ICTs), emphasis on market economy and trade liberalization and the resultant massification of education provision and participation. These and other related factors have continued to challenge existing institutions, policies, funding arrangements and regulatory frameworks. The new opportunities and possibilities such as electronic and virtual delivery of education services, cross-border delivery and consumption, skills development outside formal learning arrangements stimulate reform of existing educational values.

These developments also pose new questions for the regulatory capacities and boundaries of existing national and regional policy frameworks.

Furthermore, new rules in other sectors such as those related to trade in educational services in the General Agreement on Trade in Services (GATS) are seen by many stakeholders as only partially helpful or even harmful.

It is recognised that quality assurance and accreditation agencies need to have greater capacity to cope with the demands and challenges of increased cross-border mobility of students, programmes and providers.

Ladies and Gentlemen, in order to succeed in this endeavour, the reform agenda must take full cognizance of the need for efficiency, effectiveness and responsiveness. However, it is possible and indeed necessary to do so without sacrificing social accountability and without subservience to the market. A 'tall order' some might say in light of increasing pressure to commercialise or commodify education.

There can be little argument that knowledge is the wellspring of economic and social development. It is imperative therefore, that higher education institutions in Kenya become innovative, high quality powerhouses of knowledge dissemination and production.

Ladies and Gentlemen, higher education has pursued quality improvement for a number of reasons, some of which are related to professional responsibility while others often result from the competition inherent in the new 'deregulated' higher education marketplaces. Kenya has taken a proactive stance on quality issues in higher education, even as the country continues to witness vast quantitative growth of the sector.

I am pleased to note that among the aspects to be deliberated upon during the workshop is the development of criteria for ranking universities in Kenya. Dear colleagues, 'ranking' which is a system of comparative performance assessments, is becoming popular in the world educational system.

Today, international ranking such as those published by Shanghai Jiao Tong University and the Times Higher Education Supplement, are shaping domestic and international perceptions of the quality of universities. There have been several criticisms levelled against the criteria used in the global ranking of universities. This notwithstanding, ranking is still viewed as a useful tool for promoting quality and excellence in the higher education system. It provides a benchmark, to some extent, upon which institutions can relate with.

I do not intend to delve too deeply in the ranking of African universities using the criteria established by the Academic Ranking of World Universities, suffice it is to say that it is incumbent upon us as Kenyans to develop appropriate criteria for the ranking of our institutions, using level ground criteria that are particular to the Kenyan systems. This will in effect shield Kenyan institutions from the bias that favour non-Kenyan, indeed non-African cultures.

As I come to a close, it is my sincere hope that the deliberations culminate in the achievement of the desired objectives, through the fruitful exchange of experiences and best practices among the participants. This networking by professionals is also expected to formulate criteria and mechanisms for ranking of Kenyan universities. Ladies and Gentlemen, this is a first for Kenya and we should all be proud to be associated with such an undertaking.

Ladies and Gentlemen, it is now my pleasant duty to invite Professor Crispus Kiamba, Permanent Secretary in the Ministry of Higher Education, Science and Technology, to give the keynote address and officially open this important workshop.

4.3.2 CLOSING

By **Mr. Titus Ndambuki, CBS.**
Permanent Secretary, Ministry of State for Public Service,
Office of the Prime Minister

Prof. Chacha Nyaigotti-Chacha, Executive Secretary, Inter- University Council of East Africa (IUCEA),
Prof. Bethwel Ogot, Chancellor, Maseno University,
Vice-Chancellors of public and private universities,
Representatives from the Ministry of Higher Education Science and Technology,
Representatives from Regional Accrediting Bodies,
Prof. Kihumbu Thairu, Chairman of the Commission for Higher Education,
Prof. Everett Standa Secretary to the Commission for Higher Education,
Distinguished Guests,

Ladies and Gentlemen,

I am delighted to be here today during the occasion of the official closing ceremony of the **Stakeholders' Workshop on Enhancing Quality in Higher Education in Kenya**. I wish to thank the organizers of the workshop for the initiative to explore how we, as key actors in the higher education sector and human resource development, can enhance quality in higher education in Kenya. The Public Service is a key stakeholder in higher education and we are keen to be associated with the deliberations for the past two and half days focusing on pertinent issues on quality of higher education; developing benchmarks and best practices for assessing quality in higher education; and developing criteria for ranking universities in Kenya.

Ladies and gentlemen,

To achieve the Kenya's Vision 2030 of a globally competitive and prosperous nation, the higher education sector has a prime role to play in providing a pool of highly qualified and competitive workforce. As you are aware, it is the mandate of the Ministry of State for Public Service to ensure an efficient, well trained and skilled Public Service. We, therefore, are a direct beneficiary of enhanced quality in higher education that translates into requisite skills and competencies. In this regard, it is our objective to partner and work closely with institutions of higher learning to develop quality system and standards that support our commitment and capacity to provide improved public service. It is our intention to forge and cement partnerships with institutions of higher learning as they carve out a niche for themselves in contributing towards the development of well-trained, knowledgeable and innovative manpower to realize Kenya Vision 2030.

Ladies and Gentlemen

The function of higher education is not only to advance knowledge in a given discipline but also to create the human resource capacity to comprehend and apply knowledge in socio-economic development. The higher education sector thus has the tall order to develop knowledge skills and competencies that meet the demands of the labour market and the needs of a dynamic economy. Improved quality in higher education will propel our institutions of higher education to take their rightful place as central institutions of modern civilization and spearhead systematic scrutiny of ideas to develop a knowledge society. A society that is educated and informed is better placed to make fundamental decisions to provide an environment for cultural and social-economic wellbeing.

In enhancing quality, institutions of higher education are in no doubt guided by the proposition that customers and clients of the education sector deserve the best possible quality of service; that it is the noble duty of key actors in higher education to provide higher standards of tuition to learners; that the complex environment within which higher education institutions operate demand that such institutions become highly competitive; and that greater autonomy calls for greater accountability and consistency in quality improvement and assurance to give consumer confidence in higher education products and producers.

Ladies and Gentlemen,

While higher education institutions in developing countries have witnessed multi-fold increase in enrolments in the past three decades, resources have not kept pace with escalating enrolments and costs. In many countries, rising enrolments, undifferentiated access policies, exclusive public funding, underutilization of professional staff, overly theoretical curricula and inappropriate teaching methods have led to high unit costs and the production of graduates whose skills and specializations do not necessarily reflect the needs of the labour market. Quality enhancement demands that key stakeholders in higher education periodically get together to share ideas and make recommendations to improve the social-economic relevance of higher education and to ensure that we are benchmarked with best practices. This way, institutions of higher education will produce graduates who are innovative, adaptable, competitive and with an appetite for continuous learning.

I am glad to note that you have already established world a draft class criteria for the ranking of Kenya universities. The ranking of our universities under the auspices of the Academic Ranking of World Universities has been wrought with concerns that are now addressed in the Kenyan ranking with consideration of the situational realities in our higher education institutions.

The development of a national ranking system is necessary to allow students to compare institutions in the country when making a choice of where to study; amplify areas of expertise that institutions excel in; and facilitate more effective participation of Kenya higher education institutions in global systems such as the Academic Ranking of World Universities.

In conclusion, Ladies and Gentlemen, let me concur that while Kenya has a considerably robust and vibrant higher education sector, the predominate concern has been quality. Despite its importance, quality as a concept and practice may not have received adequate attention in the past. Notwithstanding, we all know that high quality standards are key to achievement of results. Enhancing quality is clearly an idea whose time has come and it makes the difference between failure and success.

Finally, let me extend the government's appreciation to all those who made it possible to host this workshop and thank you for your time, fruitful and frank deliberations that have led to the achievement of this workshop's objectives and to wish you God's blessing as you return to your work stations.

It is now my pleasant duty to declare this Stakeholders' Workshop on 'Enhancing Quality in Higher Education in Kenya' officially closed.

PART V

WORKSHOP OUTPUTS

5.0 WORKSHOP OUTPUTS

The workshop had two major outputs, namely, suggested best practices in accreditation and quality assurance in university education in Kenya and draft benchmarks and criteria for ranking universities in Kenya.

5.1 Suggested Best Practices

The following were considered to be a basis for best practices in accreditation and quality assurance in university education in Kenya:

- a) Enhancement of the use of "Fitness-For-Purpose" as opposed to the Standards-Based Approach to accreditation and quality assurance in university education in Kenya;
- b) Creation of national and regional collaborations and networks in the university setting in light of the emerging challenges posed by globalization, liberalization and commercialization of university education;
- c) Embracing the culture of internal and external quality assurance at both institutional and programme levels;
- d) Development of standardized instruments for accreditation and quality assurance by professional bodies to precede the institutional and programme accreditation;
- e) Harmonization of quality assurance mechanisms for institutions of higher learning, professional bodies and external quality assurance agencies;
- f) Embracing ranking of universities as one of the marks of quality using indicators developed by the Kenyan universities;
- g) Recruitment of holders of credible doctorate degrees as university "teachers";
- h) Creation of fully equipped electronic university libraries in addition to maintaining the traditional libraries;
- i) Development of ODL in Kenya should employ the use of multiple strategies and approaches (online and offline) backed by an apex body for quality assurance; and
- j) Establishment of formal linkages and networks, at regional and international levels, of external quality assurance agencies.

5.2 Draft Benchmarks and Criteria for Ranking Universities in Kenya

The participants agreed unanimously that universities in Kenya should be ranked using a Kenyan set of benchmarks and criteria developed by the universities and that CHE should manage the ranking. The participants drew the following draft benchmarks and criteria:

5.2.1 Benchmarks

Ranking should focus on institutional and programme accreditation status.

5.2.2 Criteria

The following indicators of ranking of universities were suggested:

- a) Research and publication;
- b) Quality of academic staff;
- c) Funding levels;

-
- d) Stability of university calendar;
 - e) Number of recognized academic programmes offered by the university;
 - f) Job placements;
 - g) Available physical facilities;
 - h) Maintenance of physical facilities;
 - i) Existence and compliance to university strategic plan;
 - j) Students welfare facilities and services;
 - k) Staff turnover;
 - l) Existence and adherence to staff development policy;
 - m) Community outreach programmes and services;
 - n) Governance of the university;
 - o) Existence of international linkages; and
 - p) Students' drop-out/push-out rates.

PART VI

6.0 WAY FORWARD

- 6.1 Stakeholders in higher education should embrace the culture of quality both at personal and institutional levels;
- 6.2 Universities should strive towards having a positive impact on the society, as evidenced by the quality of their graduates, research output; community outreach and contribution towards a civilised, democratic society;
- 6.3 All Kenyan universities should subscribe to both internal and external quality assurance procedures and process;
- 6.4 University senates should recruit university "teachers" taking cognizance of the set criteria and talented persons who besides being intelligent are creative, innovative and can solve societal problems like "Galileo";
- 6.5 Universities should work towards developing electronic libraries;
- 6.6 The government should set up a National Open University to increase access to higher education;
- 6.7 All professional bodies should develop a criteria for accrediting professional programmes and the institutions that offer them;
- 6.8 Universities in Kenya should develop ranking criteria that embraces both institutional and programme accreditation status; and
- 6.9 The Commission for Higher Education should position itself to undertake ranking of the Kenyan universities.

APPENDICES

APPENDIX 1 - WORKSHOP PROGRAMME

**STAKEHOLDERS WORKSHOP ON ENHANCING QUALITY IN HIGHER EDUCATION
IN KENYA.
KENYA COLLEGE OF COMMUNICATION AND TECHNOLOGY (KCCT)
13TH -15TH AUGUST, 2008**

THEME: Enhancing Quality in Higher Education in Kenya

TUESDAY 12TH AUGUST 2008

TIME	ACTIVITY	FACILITATOR	CHAIR
4.00 pm-6.00 pm	<i>Arrival and Registration</i>	<ul style="list-style-type: none"> Ms Truphosa M. Ochuka and Ms. Harriet K. Ngaruthi 	Mr. Samuel D. Kachumbo

WEDNESDAY 13TH AUGUST 2008

TIME	ACTIVITY	FACILITATOR	CHAIR	RAPPORTEUR
8.30 am-9.00 am	Arrival and Registration	Ms. Truphosa M.Ochuka and Ms. Harriet K. Ngaruthi	Mrs. Joyce .M. Mutinda	<ul style="list-style-type: none">• Mr. John M. Murage• Ms. Florah Karimi• Mr. Daniel Ogutu
9.00 am-9.15 am	Welcome Remarks	Prof. Kihumbu Thairu Chairman , Commission for Higher Education.	Prof. Everett .M. Standa: Commission Secretary/CEO	
9.15 am – 10.15 am	Keynote Address and Opening	Prof. Crispus M. Kiamba: Permanent Secretary, Ministry of Higher Education, Science and Technology	Prof. Everett M. Standa Commission Secretary/CEO	
10.15 am – 10.45 am	TEA BREAK			

10.45 am - 11.30 am	Presentations: <i>What is University?</i>	Prof. Chacha Nyaigotti Chacha Executive Secretary, Inter University Council for East Africa	Mr. Joel Mberia: Deputy Commission Secretary (PAF)	Mr. George Njine and Mr. Joseph M. Musengy'a
11.30 am - 12.15 am	<i>Who is Qualified to Teach in a University?</i>	Prof. Bethwel Ogot Chancellor, Moi University	Mr. Joel Mberia: Deputy Commission Secretary (PAF)	Mr. Samuel D. Kachumbo
12.30 am - 1.30 pm	LUNCH BREAK			
1.30 pm - 2.15 pm	<i>Electronic Libraries in University Education and Quality Assurance</i>	Dr. Sophia Kaane Librarian, United States International University	Dr. Florence Oloo Deputy Vice-Chancellor Strathmore University	Ms. Beatrice- Odera Kwach
2.15 pm - 3.15 pm	<i>Group Discussion</i>	Groups		
3.15 pm - 4.30 pm	<i>Plenary Session</i>	Group Leaders		

THURSDAY 14 TH AUGUST 2008				
TIME	ACTIVITY	FACILITATOR	CHAIR	RAPPORTEUR
8.30 am – 8.45 am	<i>A recap on day one</i>	Ms. Joyce M. Mutinda Chief Rapporteur	Prof. James Tuitoek: Vice-Chancellor Egerton University	Dr. Rispa O. Odongo
8.45 am – 9.30 am	Presentation: <i>Standards and Guidelines for Distance and Open learning: The India Experience</i>	Prof. C.R.K. Murthy Professor of Distance Education Indira Gandhi National Open University INDIA		
9.30 am – 10.15 am	<i>Purpose and process of Accreditation of Universities.</i>	Prof. Everett M. Standa Commission Secretary/CEO Commission for Higher Education	Prof. Manyunga Nkunya: Executive Secretary; Tanzania Commission for Universities	Mrs. Joyce M. Mutinda
10.15 am - 10.45 am	TEA BREAK			
10.45 am – 11. 45 m	<i>The role of Professional Bodies in Quality Assurance</i>	Prof. Barasa K. Otsyula Chairman, Education and Specialist Recognition Committee Medical Dentist Practitioner's and DentistsBoard.	Prof. George Magoha: Vice-Chancellor University of Nairobi.	Mr. Samuel Kachumbo Ms. Teresa Muthui
11.45 am – 12.45 pm	<i>Group Discussions</i>			
12.45 pm – 2.00 pm	LUNCH BREAK			
2.00 pm – 2.45 pm	<i>Plenary Session</i>	Group Leaders	Prof. Dominic W. Makawiti Deputy Vice-Chancelor, Maseno University	Dr. Rispa O. Odongo
2.45 pm - 3.30 pm	<i>Ranking of Universities</i>	Prof. Olusola Oyewole Project Officer, Research and Programmes AAU Coordinator, Mobilizing Regional Capacity Initiatives (MRCI)		

		Association of African Universities		
3.30 pm – 4.15 pm	<i>Group Discussion</i>	Groups		
4.15 pm – 4.30 pm	TEA BREAK			
6.30 pm – 7.30 pm	COCKTAIL			

FRIDAY 15TH AUGUST 2008

TIME	ACTIVITY	FACILITATOR	CHAIR	RAPPORTEUR
8.30 am – 8.45 pm	<i>A recap on day two</i>	Ms. Joyce M. Mutinda , Chief Rapporteur	Prof. Everett M. Standa Commission Secretary/ CEO Commission for Higher Education	Mr. Samuel D.Kachumbo
8.45 am – 10.00 am	<i>Plenary Session</i>	Group Leaders		
10.30 am – 11.30 am	<i>Report of the Rapporteurs'</i>	Ms. Joyce M. Mutinda Chief Rapporteur		
11.30 am – 12.30 pm	<i>Official Closing</i>	Mr. Titus M. Ndambuki Permanent Secretary, Ministry of State for Public Service Office of the Prime Minister		
12.30 pm – 2.00 pm	LUNCH BREAK			
2.00 pm	DEPARTURES			

APPENDIX II - REGISTRATION FORM

**STAKEHOLDERS WORKSHOP ON ENHANCING QUALITY IN
HIGHER EDUCATION IN KENYA – 13TH TO 15TH AUGUST 2008**

KCCT NAIROBI

REGISTRATION FORM

DAY

Name:			
Designation:			
Institution/Organization:			
Address	Physical:		
	Postal:		
	Telephone:	Land Line:	
		Mobile No.:	
	Fax No.		
Email:			
	City/Town:	Country:	
Signature:			
Date:			



Welcome

APPENDIX III LIST OF PARTICIPANTS

- | | |
|--|--|
| 1. Prof. Crispus M. Kiamba
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| 2. Mr. Titus M. Ndambuki
Permanent Secretary
Ministry of State for Public Service
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NAIROBI | 8. Prof. C.R.K. Murthy
Professor of Distance Education
Indira Gandhi National Open
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| 3. Prof. Bethwel Ogot
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and Professor Emeritus, Maseno
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P.O. Box 2030
KISUMU | 9. Prof. Olusola Oyewole
Mobilizing Regional Capacity
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Association of African Universities,
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| 6. Prof. Nyagotti Chacha
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APPENDIX IV - PRESENTERS

- | | |
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| <p>5. Prof. Bethwel Ogot
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10. Prof. Olusola Oyewole
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APPENDIX V - RAPPORTEURS

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| 3. Mr. George Njine
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| 6. Mr. Samuel D. Kachumbo
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Assistant Commission Secretary
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APPENDIX VI - SUPPORT STAFF

- | | |
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| <p>1. Mr. Dishon Bwayo
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| <p>7. Mr. Stephen Mwema
Driver
Ministry of Higher Education, Science
and Technology
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APPENDIX VII - PLANNING COMMITTEE

The Planning committee comprised of the following:

1. Prof. Florence K. Lenga - Deputy Commission Secretary
(Accreditation and Quality Assurance)
2. Dr. Rispa A. Odongo - Senior Assistant Commission Secretary
(Curriculum)
3. Mrs. Joyce M. Mutinda - Assistant Commission Secretary
(Curriculum)
4. Mr. George C. Njine - Senior Assistant Commission Secretary
(Inspection)
5. Ms. Tabitha I. Masinjila - Kenya National Commission for
UNESCO (KNATCOM)
6. Mr. John Mireri - Kenya National Commission for
UNESCO (KNATCOM)
7. Mr. Samuel D. Kachumbo - Assistant Commission Secretary
(Curriculum)
8. Mrs. Truphosa M. Ochuka - Secretary
(Curriculum)

APPENDIX VIII (a) - WORKSHOP EVALUATION

EVALUATION OF STAKEHOLDERS WORKSHOP ON ENHANCING QUALITY IN HIGHER EDUCATION IN KENYA HELD AT KENYA COLLEGE OF COMMUNICATION (KCCT) FROM WEDNESDAY 13TH TO FRIDAY 15TH 2008

(Please fill this evaluation form and give it to the organizers of the event)
Using the scale given below put a tick (✓) in the relevant box provided

Scale: 1= Poor 2=fair 3=Good 4= Very Good

DAY ONE: WEDNESDAY 13TH AUGUST 2008

1. ORGANIZATION	1	2	3	4
1.1 Registration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Venue.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Organization.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PROGRAMME/PRESENTATIONS				
2.1 Welcome remarks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Keynote Address and Opening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 What is a University?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Who is Qualified to Teach in a University ?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Electronic Libraries in University Education and Quality Assurance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Group discussion				

DAY TWO: THURSDAY 14TH AUGUST 2008

3. PROGRAMME/PRESENTATIONS				
3.1 Standards and Guidelines for Open and Distance Learning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Purpose and Process of Accreditation of Universities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The Role of Professional Bodies in Quality assurance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Ranking of Universities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. DAY THREE: FRIDAY 15TH AUGUST 2008

4.1 Group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Did you benefit from the Workshop?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

4.3 Any other comments.....

.....

.....

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.....

APPENDIX VIII (b) - EVALUATION REPORT

EVALUATION REPORT OF THE STAKEHOLDERS WORKSHOP ON QUALITY ASSURANCE

A total of 19 (30% of the overall) participants responded to the evaluation form of the workshop. The following evaluations were made of the workshop in various areas as provided below:

DAY ONE: Wednesday 13TH AUGUST 2008

Organization

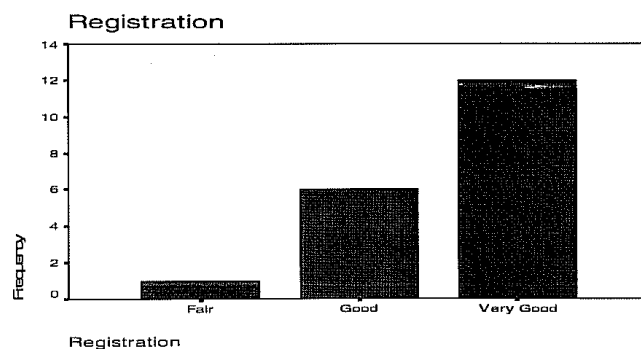
1.1 Registration

The participants rated the registration process highly with more than 94.7% of the respondents rating the process as good and very good as tabulated and graphically presented below:

Table 1: Table of the responses on the rating of the registration process

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.3	5.3
	Good	6	31.6	31.6	36.8
	Very Good	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

Graph 1: Evaluation of the Registration process



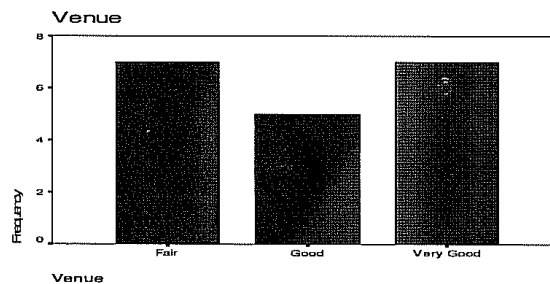
1.2 Venue

The venue was also rated satisfactorily with 100% of the respondents considering the venue to be fair, good and very good as provided on Table 2 and Graph 2.

Table 2: Responses on the ratings of the venue

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	7	36.8	36.8	36.8
	Good	5	26.3	26.3	63.2
	Very Good	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

Graph 2: Evaluation of the venue of the workshop



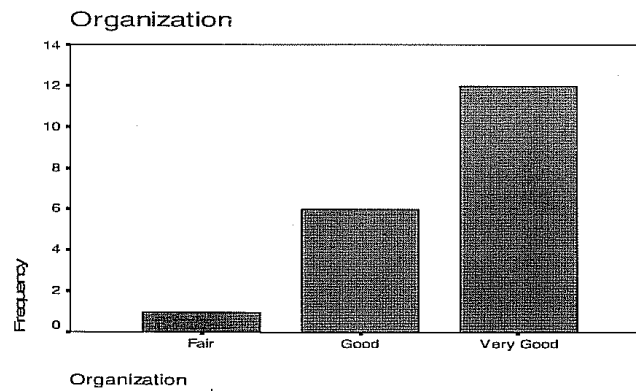
1.3 Organization

The participants rated the workshop highly as shown on Table 3 and Graph 3, with more than 94.7% of the respondents rating it as good and very good.

Table 3: Responses on the ratings of the organization of the workshop

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.3	5.3
	Good	6	31.6	31.6	36.8
	Very Good	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

Graph 3: Evaluation of the organization of the workshop



2.0 PROGRAMME/PRESENTATIONS

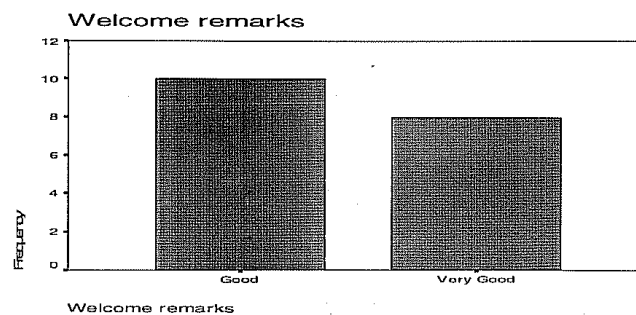
2.1 Welcome remarks

The participants highly rated the Welcome Remarks with all the evaluation respondents rating the session as “Good” and “Very Good” as shown on Table 4 and Graph 4.

Table 4: Responses on the “Welcome Remarks”

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	10	52.6	55.6	55.6
	Very Good	8	42.1	44.4	100.0
	Total	18	94.7	100.0	
Missing	9	1	5.3		
Total		19	100.0		

Graph 4: Evaluation of the “Welcome Remarks” of the workshop



2.2 Keynote Address and Opening

The "Keynote Address was rated as good and very good by 100% of the respondents as shown on Table 5 and Graph 5.

Table 5: Evaluation of the "Keynote Address" of the workshop

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	3	15.8	15.8	15.8
	Very Good	16	84.2	84.2	100.0
	Total	19	100.0	100.0	

Graph 5: Evaluation of the "Keynote Address" of the workshop

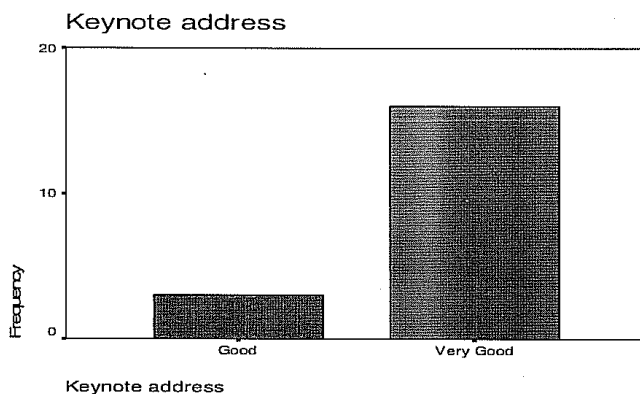


Table 5 and Graph 5 reveal higher numbers of respondents rating the "Keynote Address" as Very Good (84.2%) than Good (15.8%)

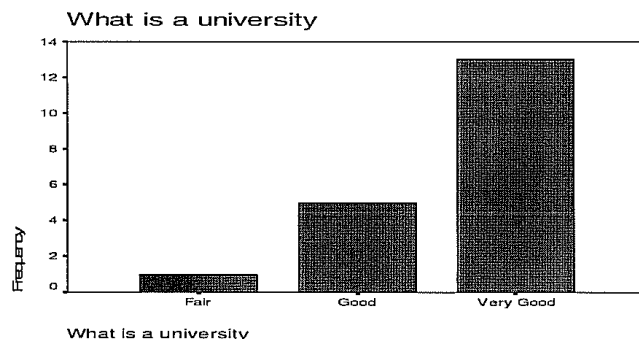
2.3 What is a University?

The session "What is a University?" was rated highly with the majority of the respondents (68.4%) rating the session as Very Good and the lowest rating being "Fair" (5.3%), as shown on Table 6 and Graph 6.

Table 6: Evaluation of the "What is a University?" of the workshop

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.3	5.3
	Good	5	26.3	26.3	31.6
	Very Good	13	68.4	68.4	100.0
	Total	19	100.0	100.0	

Graph 6: Evaluation of the “What is a University?” of the workshop



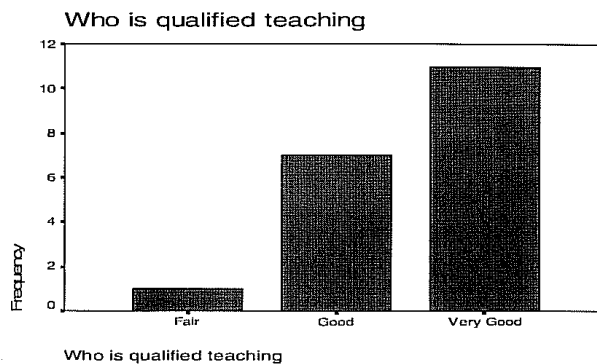
2.4 Who is Qualified to Teach in a University?

On the presentation of “Who is Qualified to Teach in a University?”, the participants rated the session highly with more than 50% of the respondents considering the session to be very good as shown on Table 7 and Graph 7.

Table 7: Evaluation of the “Who is Qualified to Teach in a University?”

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.3	5.3
	Good	7	36.8	36.8	42.1
	Very Good	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

Graph 7: Evaluation of the “Who is Qualified to Teach in a University?”



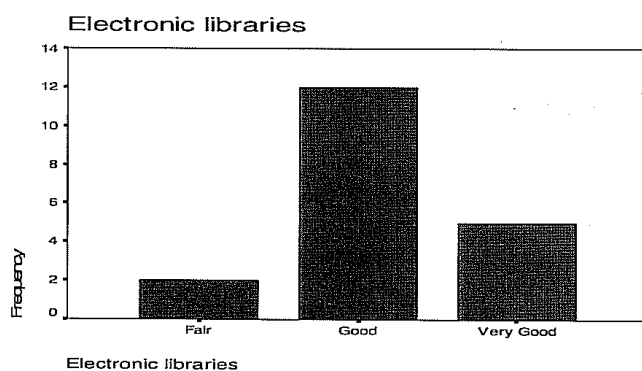
2.5 Electronic Libraries in University Education and Quality Assurance

The "Electronic libraries in University education and quality Assurance" presentation was well evaluated with 89.5% of the respondents rating the presentation as "Good" and "Very Good" as detailed on Table 8 and Graph 8.

Table 8: Evaluation of the "Electronic Libraries in University Education and Quality Assurance?"

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	10.5	10.5	10.5
	Good	12	63.2	63.2	73.7
	Very Good	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

Graph 8: Evaluation of the "Electronic Libraries in University Education and Quality Assurance?"



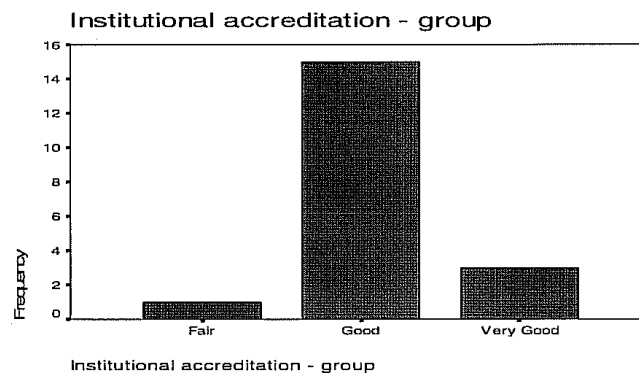
2.6 Group Discussions

The Day 1 Group Discussions on Institutional accreditation were well rated with 78.9% of the respondents evaluating it as "Good", and 15.8% rating it as "Very Good" as detailed on Table 9 and Graph 9.

Table 9: Evaluation of the "Day 1 Group Discussions"

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.3	5.3
	Good	15	78.9	78.9	84.2
	Very Good	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

Graph 9: Evaluation of the “Day 1 Group Discussions”.



DAY TWO: THURSDAY 14TH AUGUST 2008 AND PROGRAMME PRESENTATIONS

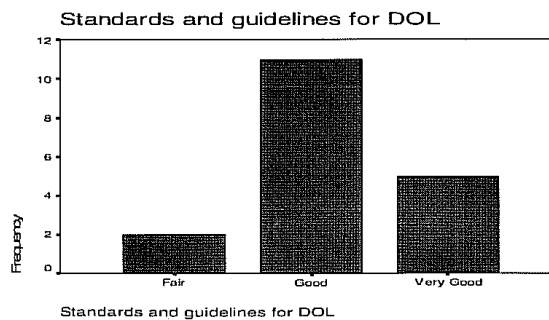
3.1 Standards and guidelines for Open and Distance Learning

The session of “Standards and guidelines for Distance and Open Learning” was well evaluated with 57.9% of the respondents rating it as “Good” and 26.3% rating it as “Very Good” as presented on Table 10 and Graph 10.

Table 10: Evaluation of the “Standards and Guidelines for Distance and Open Learning”

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	10.5	11.1	11.1
	Good	11	57.9	61.1	72.2
	Very Good	5	26.3	27.8	100.0
	Total	18	94.7	100.0	
Missing	9	1	5.3		
Total		19	100.0		

Graph 10: Evaluation of the “Standards and Guidelines for Open and Distance Learning”



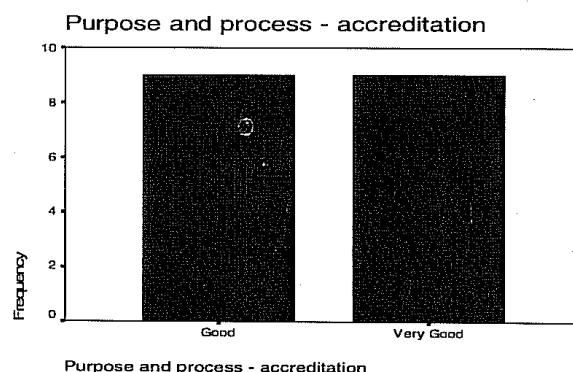
3.2 Purpose and Process of Accreditation of Universities

The "Purpose and Process of Accreditation" was well evaluated with 94.7% of the respondents rating it as "Good" and "Very Good" as shown on Table 11 and Graph 11.

Table 11: Evaluation of the "Purpose and Process of Accreditation of Universities"

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	9	47.4	50.0	50.0
	Very Good	9	47.4	50.0	100.0
	Total	18	94.7	100.0	
Missing	9	1	5.3		
Total		19	100.0		

Graph 11: Evaluation of the "Purpose and Process of Accrediting of Universities" of the workshop



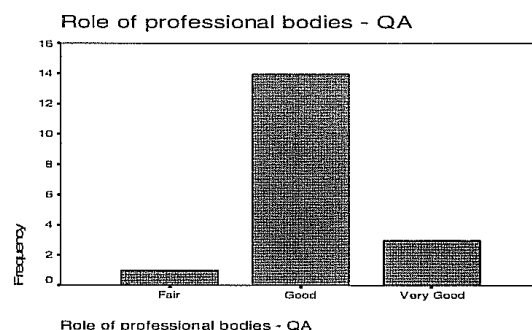
3.3 Role of Professional Bodies in Quality Assurance

The session on "The Role of Professional Bodies in Quality Assurance" was well evaluated with 73.7% of the respondents rating it as "Good" and 15.8% rating it as "Very Good" as detailed in Table 12 and Graph 12.

Table 12: Evaluation of the "Role of Professional Bodies in Quality Assurance"

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	5.6	5.6
	Good	14	73.7	77.8	83.3
	Very Good	3	15.8	16.7	100.0
	Total	18	94.7	100.0	
Missing	9	1	5.3		
Total		19	100.0		

Graph 12: Evaluation of the “Role of Professional Bodies in Quality Assurance” of the workshop



3.4 Day 2 Group Discussions

The Day 2 Group Discussions addressed “Open and Distance Learning” and the “Ranking of the Universities”, both of which were well rated with 70.2% and 84.2% of the respondents rating the group discussion as “Good” and “Very Good” respectively as provided in Table 13 & 14 and Graph 13 and 14 respectively.

Table 13: Evaluation of the “Day 2 Group Discussions on Open and Distance Learning”

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	5.3	6.3	6.3
	Good	12	63.2	75.0	81.3
	Very Good	3	15.8	18.8	100.0
	Total	16	84.2	100.0	
Missing	9	3	15.8		
Total		19	100.0		

Graph 13: Evaluation of the “Day 2 Group Discussions on Standards and Guidelines for Open and Distance Learning”

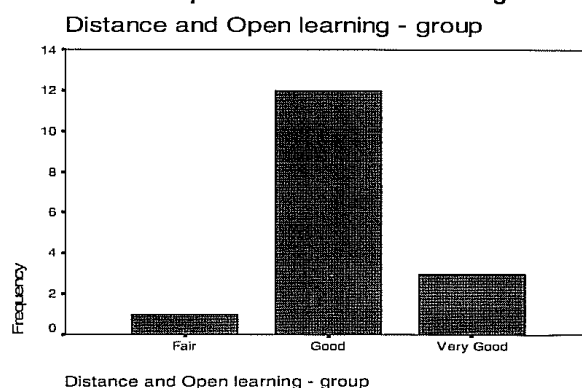
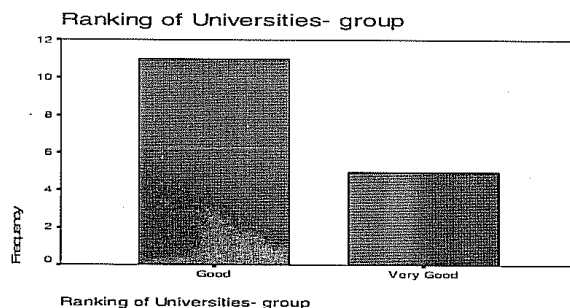


Table 14: Evaluation of the “Day 2 Group Discussions on Ranking of Universities”

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	11	57.9	68.8	68.8
	Very Good	5	26.3	31.3	100.0
	Total	16	84.2	100.0	
Missing	9	3	15.8		
Total		19	100.0		

Graph 14: Evaluation of the “Day 2 Group Discussions on Ranking of Universities”



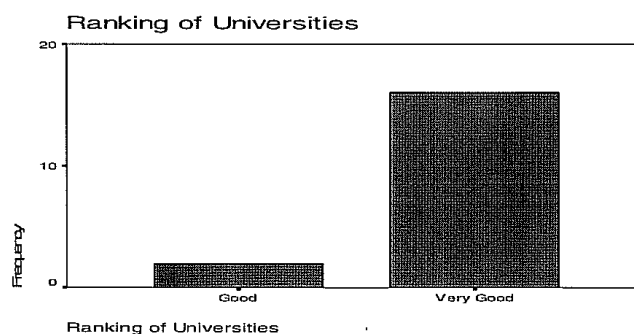
3.5 Ranking of Universities

“Ranking of Universities” was highly rated with all the respondents assessing the session as “Good” and “Very Good”. 84.2% of the respondents rated it as “Very Good” while 10.5% rated it as “Good” as detailed on Table 15 and Graph 15.

Table 15: Evaluation of the “Ranking of Universities” of the workshop

	Ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	10.5	11.1	11.1
	Very Good	16	84.2	88.9	100.0
	Total	18	94.7	100.0	
Missing	9	1	5.3		
Total		19	100.0		

Graph 15: Evaluation of the “Ranking of Universities”



4. DAY THREE: 15th AUGUST 2008

4.2 Benefit from workshop

All the respondents felt they benefited from the workshop.

4.3. General Comments on the Workshop

The respondents were asked to provide other comments on the Workshop.

- The respondents found the workshop relevant and educative
- The respondents felt that there was need for other such fora and that the workshop should be productive through implementation of the recommendations and a follow up workshop on the same.
- The participants also considered the workshop to be excellent and noted the good teamwork spirit of the secretariat.
- The respondents, however, expressed the need for better management of time