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existing and future partners collaborate with the University of Tampere has the role of training new experts to the field.

One promising way of extending the knowledge is to develop on-line modules and courses. The programmes developed have slightly different foci, and the special courses could be offered to other programmes by using educational technology. Also technology would provide opportunities to offer national and institutional case studies to be included in courses and strengthening the principle of combining theory and practice.

Science, technology and innovation research has been invested in Africa by governments and donors. The inclusion of innovation studies into the contents of the leadership and management programmes would be another direction of development. There is a need to understand more profoundly the interaction of the national and regional innovation systems and the system of a university. The research programme of the Higher Education Group would provide a good starting point to that.

The Pan African University is a major effort towards excellence in selected field of study in Africa. The integration of the Higher Education Leadership and Management programmes and the possible innovation studies programmes to follow up and modelling the development processes of the hubs of pan African University would provide new understanding of the existing and future roles of universities in the development of Africa.

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developed by the same team which was in charge of the post graduate diploma programme. Uganda Management Institute has also opened a Master programme as a channel to the PGD programme graduate to continue. There are expectations that the University of Yaounde II will approve the curriculum of the Master Programme on Higher Education Management and Economic Development soon.

The sustainability principle also directed the attention to PhD training. University of KwaZulu Natal as the home base of International Network for Higher Education in Africa proved to be optimal choice for the development of the African Doctoral programme on the field.

New additional elements for the cooperation between the University of Tampere and the African partners is provided by the North-South-South funding programme since 2014. It allows the mobility of teachers, PhD students and Master students, and provides funding for the African Summer School on Higher Education in 2015.

#### Challenges for the

It looks like the demand for expertise on higher education leadership and management is growing everywhere in Africa rapidly. The capacity building effort of the Higher Education Group of the University of Tampere was based on a deep and intensive institutional cooperation, and as a result, the ownership was successfully transferred to Uganda. Now there are over twenty teachers who has an expertise to teach in the programmes. So, the resources for the extension of the Master and Post Graduate Diploma programmes are available, and the most important human resource are the graduates of the Finnish PhD programme, the new generation of African scholars specializing specialising in the matters of higher education. It is expected that three other Africans will graduate from Finland in addition to the three graduates this far. In the long run, the African PhD programme in which the

one year training programme for administrators. During a one year process all modules were assessed together among Ugandan participants and Finnish experts and adapted for the African environment. The curriculum development was based on the competence analysis. In addition to guaranteeing the African relevance of the developed programme the main outcome of the process was the commitment and mutual trust of the North-South team. For example, as it was noticed that there are curriculum specialists within the Ugandan participants, leadership and main responsibilities were transferred to them. The curriculum was assessed and further developed at stakeholder workshops, and finally after accreditation at the Ugandan national Council for Higher Education, the module handbooks were written for each module. The Post Graduate Programme on Higher Education Leadership and Management Programme is now a fee based programme of Uganda Management Institute. The focus in the programme is, as in its sister programme in Finland, in the interaction between theory and practice of university leadership and management, and in the understanding of the special dynamics of the higher education system and university organisation.

Quite early it was noticed that the programme development process raised the demand for a Master programme, and also discussion emerged about how some of the teachers could continue their specialisation to higher education leadership and management at a PhD level. That is why new priorities were identified for the planning of the programme after the first two year funding period. It was also quite natural to extend the new programme to South Africa and take Cameroon and University of Yaounde II as a strategic associate partner in Francophone Africa.

The development of the Master programme for Makerere University has been the major effort since 2013, and the Master of Higher Education Management and Development will enroll the first cohort of students in Autumn 2015. It has been

developing countries, 2-3 in every cohort from Africa. MARIHE is a joint degree programme among Danube University Krems from Austria, Beijing Normal University from China, Osnabruek Fachhochschule from Germany and University of Tampere. The Master programme has also proved to be an effective screen for the recruitment of PhD students and an important "in-house instrument" in addition to the PhD programme for building up capacity for leadership and management programmes for Africa. As an applied unit HEG has from the very beginning been running a one year training programme (KOHA) for Finnish administrative professionals working at universities, Ministry of Education and other government offices. What makes this programme unique is that it is a mix of an academic and professional programme, i.e. the literature and lectures are mainly theoretical, but the students are working in groups and solving the practical problems and challenges of their organisations as module assignments.

Transfer and localisation of the higher education leadership and management to Africa (LMUU)

The basis for the transfer of higher education leadership and management programmes is composed of long term institutional partnership, joint research, and doctoral training for Africans who are committed to develop their careers in and for African higher education. One of the African graduates from the University of Tampere was selected as a project manager, and has been working since the very beginning, first at the management Institute and then at the east African School for Higher Education and Development of Makerere University.

The transfer process was started by a Training of Trainers component. Twenty-five professors lecturers and administrators from Uganda Management Institute, Makerere University and Ugandan Ministry of Education and Sports participated in a programme based on the curriculum of the Finnish KOHA programme,

for higher education graduates are essential in the research profile of HEG. Its human resources are quite limited (4 academic positions), but there is large pool of Finnish and international scholars contributing to teaching.

HEG was established in 2002 and operated first by the funding of the Ministry of Education but now it operates with the basic funding of the University and earns part of it funding from external sources.

The strategy of HEG is based on the integration continuation of the process of knowledge creation, dissemination and delivery. For a small unit the institutional network is of the greatest importance. The network covers higher education research units and centres in Europe, North and South America, China and Africa. China and Sub-Saharan Africa were chosen half a decade ago to be the priority regions in cooperation. The core of the research programme is in the transformation of universities in the framework of innovation systems. The regional priorities have been important in the recruiting of the PhD students, and it has been essential to train a new generation of African higher education management experts in the PhD programme with the purpose that they will be the main partners in developing African universities. The topics of African students' PhD dissertations have been management capacity building at Ugandan universities (Bisaso 2011), the institutionalization of the third mission at Ugandan Universities (Mugabi 2014), the role of universities in poverty reduction policies in Africa (Doh 2012), and the ongoing studies include the topics like the governance reform of Ethiopian universities and funding of higher education in Africa.

HEG has had two international Master programme on higher education studies since 2004. The current programme MARIHE (Master on Research and Innovation in Higher Education, <http://marihe.eu>) is funded by the European Commission from the Erasmus Mundus Programme, and the majority of students come from

The Universities of Tampere (coordinator) and Helsinki started a leadership and management capacity building programme with the funding of HEI ICI programme in 2011 with Uganda Management Institute, Makerere University and Ugandan Ministry of Education and Sport. In 2013 the network was enlarged to include the KwaZulu-Natal University from South Africa and the University of Yaounde II from Cameroon, the last one as an associate partner. The name of the extended and existing programme is "*Strengthening Institutional Capacity for Higher Education Leadership and Management in sub-Saharan Africa (LMUU)*".

The overall objective of the LMUU programme is to *strengthen African Universities' social roles as leading actors in the transformation towards knowledge based societies*. To achieve this objective, the institutional capacities of the African universities has been strengthened via partnership of African and Finnish universities.

The main efforts and results of the programme are the Post Graduate Diploma programme on Higher Education Leadership and Management which is hosted and run by Uganda management Institute, the Master Programme on Higher Education Management and Development which will start at Makerere University in Autumn 2015, the PhD programme is developed in the coordination of KwaZulu-Natal University, and the French language management programme is being

University of Tampere as a source of expertise in the Leadership and Management Capacity Building Programme for African Universities (LMUU II)

The Higher Education Group (HEG) of University of Tampere belongs to the School of Management. It conducts research and provides education and training programmes on management, leadership and governance of higher education and higher education policy. Also the issues of internationalization and labour markets

sustainable basis for effective leadership and management programmes for Africa.

- 5) The effectiveness and sustainability of the localisation of the programmes to Africa can and must be increased by a long term institutional cooperation and training of African experts of higher education leadership and management in the relevant PhD programmes in the North.

International Development Cooperation – the Finnish approach to institutional capacity building in higher education

The Higher Education support programmes of the Finnish government is based on the Finnish Development Policy documents of 2004, 2007 and 2012, which pay attention to the importance of human capacity building for sustainable development, the creation of a green economy, and the achievement of the Millennium Development Goals (MDGs).

After a traditional model of student and teacher mobility and separate tailored development aid projects, mainly in the traditional countries for Finnish development cooperation the Ministry for Foreign Affairs of Finland (MFA) has shifted the attention in the past decade to institutional capacity building. It is done by using two funding instruments, the North-South-South Programme (NSS) and the Higher Education Institutions' Institutional Support to Cooperation Instrument (HEI ICI). The NSS programme provides funding for networking and teacher and student mobility as well as to intensive courses like summer schools organized in the South. The HEI ICI programme is aimed at is designed to help transform partner HEIs into developmentally responsive institutions by enhancing their administrative, field-specific and pedagogical capacities.

structure and contributing to the national and continental emergency programmes like fight against HIV/AIDS and other health problems, and their special challenge is to support societies in the reduction of poverty. Also the African universities still today suffer from the deep colonial roots. There are also other urgent issues like the role of universities in the reduction of social inequality. Furthermore, the traditional Anglophone and Francophone and their roots of closed academic organisations, which have disappeared from Europe long time ago, are still dominating the institutional models in Africa. Some governments have made systematic and system wide efforts to develop their management capacities by applying the methods like business process engineering in Ethiopia, but the results have not always

This leads us to the conclusions,

- 1) African universities need to reform their organisations, governance, leadership and management system, and the European models can offer some models and the European transformation processes will offer valuable lessons learned.
- 2) The social and economic circumstances are so different in Europe and Africa that the direct application of models developed for European universities may not be relevant for African universities.
- 3) The leadership and management programmes for African universities need to be developed in close collaboration among European and African experts to guarantee their relevance in the African or national context and to be able to transfer the ownership of the programmes to the cooperating African universities.
- 4) Only a comparative and systematic conceptual analysis which goes deep into the higher education system and institutional level dynamics can provide the

their direct control of universities and their resources by new more output oriented steering systems, e.g. by establishing quality assurance and accreditation systems and output based funding schemes. Also, the harmonisation of degree systems and the creation of credit transfer have been essential elements of the new policies for the internationalisation of higher education in which the supranational organisations, EU and AU have collaborated with the national governments and universities. In both cases, Europe and Africa, governments are looking for new balances between institutional autonomy and accountability for tax payers and society in large.

The similarities continue as we go inside academic work. As such it is similar everywhere, research takes place in cooperation with colleagues on the same field without national boundaries, and teaching at universities aims at developing new experts to various positions in the labour market. It might be tempting to conclude that the European and Finnish experiences could be directly used as benchmarks for institutional transformation and for the development of new more effective leadership and management models.

However, the context in which universities operate and the expectations of society for universities are quite different. Universities in Europe operate within highly developed infrastructures and collaborate with global high technology industries and they are expected to provide direct added economic value and improve the competitiveness of industries, The African universities are just taking their first steps into this direction and need to put the majority of their efforts for the creation of the national infrastructure which has been existing in Europe for decades. Also, the European universities are expected to work with the other actors of welfare society and improve the quality of quite stable welfare services. Their African counterparts are expected to find their roles in the building up of the basic infra-

leadership and management training in higher education. The main conclusions derived in dialogue among Finnish and African experts have been:

- 1) The emphasis must be shifted from leadership skills to the understanding of the dynamics of the environment in which the universities operate and the understanding of the special structures and dynamics of an academic organization.
- 2) The emphasis must be shifted from practical problem solving context to analytical and research based academic programmes which focus on the interaction between theory and practice.
- 3) These goals can be reached by transferring from short capacity building programmes to academic diploma and degree programmes (Post Graduate Diploma programmes, Master Programmes, PhD Programmes), and these programmes needs to be seen as a cumulative process of deepening the understanding of the academic system.
- 4) The target groups of the programmes need to changes from training the existing leaders only towards educating a new generation of higher education leaders and administrators, developing research based expertise for various positions and roles in national and international organisations, and developing higher education studies as an academic field.
- 5) The view of the programmes must be changed from the internal institutional view towards the emphasis of the open system view of the national and regional innovation systems.

The challenges for universities are quite similar in the North and in the South. Governments in Europe and Africa have been reassessing their roles behind the steering wheels of the higher education systems. They have replaced increasingly

Lately the potential role of African universities has been seen as an essential element actor of the national and regional innovation systems, i.e. as an actor initiating and advancing new more knowledge for the use of society and growing industries. (Doh 2012)

But unfortunately the African universities in general are still quite isolated academic Ivory Towers concentrating mainly in traditional academic roles and being quite passive in adapting more entrepreneurial models of operation and transferring towards the Mode 2 of knowledge production (Gibbons et al. 1994). As the academic drive keeps the universities and academic work in the traditional academic mode, the transformation of universities require counter-mechanisms to pressure the academic community in finding a new orientation towards solving the global and local problems and building interaction between academic and applied cross-disciplinary research and educational programmes. That is why the need of more entrepreneurial kind of management and leadership capacity needs to become the focus in the development of African universities.

The generating of transformation capacity for universities in developing countries is very much depending on leadership and management in the context of the broader understanding of the impact mechanisms. There is evidence that the leadership and management models developed for business organisations or public bureaucratic organisations are not effective at universities (Birnbaum 1989). Also even a long academic career in research and education on any discipline as such do not provide necessary understanding of the academic system and university organization, although it is urgently needed in leadership positions at any level of the organization as universities are transforming and looking for a new roles as power houses of economic and social development.

This is effecting directly to the purpose, context and mode of higher education

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## **Internationalisation of Higher Education Management and Leadership Programmes Opportunities and Challenges for North South Cooperation**

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### Challenges for African universities

Investments of donors to higher education and universities in Africa have remained very limited until the beginning of the 21<sup>st</sup> Century. It can be very much explained by the narrow view of universities in society. The traditional human capital analysis is based on the assumption that the economic benefits of education can be measured by the increase of lifetime incomes of graduates, i.e. higher salaries and decreased unemployment. Furthermore, the human capital approach, by omitting the externalities higher education and universities have for society led to underinvestment to higher education and research by the donors. The exclusion of externalities also lead to policies in which donors and African governments prioritized primary and secondary levels in funding. (Salmi et al. 2014)

Universities support knowledge driven economic growth strategies and poverty reduction through diverse mechanisms, in particular by training qualified and adaptive labour force including high-level scientists, professionals, technicians, teachers for all levels of education, medical and health care professionals and government and business leaders. In addition universities generate new knowledge and provide the capacity to access existing stores of global knowledge and adapting this knowledge to local use. (Bloom et al. 2006, Doh 2012)