



Higher Education and Decolonization in Africa

Pedro João Uetela

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PREFACE

The volume herein presented is the fruit of reflection about higher education over a long period of research. The study initiated in 2021 when we were developing the project Mellon on decolonization knowledge and disciplines at the University of Ghana. Our initial aim was to write two research articles devoted to exploring major changes in the university's structures and organization. The organizing principle of this work is that a new form of composition of universities is emerging. The new appearing format is contrary to the previous format in which higher education used to be organized. The colonial university dominated considerably for long period, and at the moment, a new model of university, the decolonial university has become a reality. Whereas the former university (colonial) was based on exogenous knowledge production, the latter (decolonized) university is founded on local knowledge (the indigenous knowledge). It is within this scope that Maringe (2023) set to unpack the historical and philosophical antecedents of higher education, critically examining the intentions and impact of colonial assumptions behind higher education in different parts of the world. This volume then is a suitable reading for postgraduates and scholars in the field of higher education, as well as senior management teams in universities and practitioners who work directly in the field of transformation in government and university departments.

Many organizations and individuals have been involved in the production of this book. First was the Andrew Mellon Foundation which conceived the project and funded it over a year, in 2021. The main work was

done during the aforementioned period. In addition, there is the Institute of African Studies at the University of Ghana from where the project was developed. As academic coordinator, I see the need of thanking many people who have contributed in the gestation of the present book. Firstly, my post-doc supervisors, Professors Patricio Langa (from Eduardo Mondlane University) and Takyiwaa Manuh (from the University of Ghana) for their constructive comments and incentives to research decolonization of universities in Africa. Furthermore, I address my gratitude to all distinguished scholars who indirectly cooperated to turn this volume into a reality. Secondly, I would like to thank Dr. Franklin Obeng-Odoom for the revision he made to the volume. With his expertise, he did the proof reading for the book. Third, I acknowledge my gratitude to Tikoji Rao Mega who coordinated the whole process of publication from the start through the final stage. Finally, to my wife and two children who patiently bore my absence from home and even longer periods of preoccupation while I was there. I thank them all.

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SYNOPSIS

The studies, which this book presents, investigate current debates shaping higher education (HE) development as a subsystem and higher education as a field of study in Africa. The underlying focus is to capture how the discussions and narratives about HE are evolving on the continent and what data exists on the subject. It does so by applying meta-analysis, literature review methodologies and the lens of decolonization theories to examine both studies and key reforms characterizing the continent. The book unpacks how these remarkable and unintended transformations of universities that shape Africa can be comprehended by researching national, regional and continental arrangements of universities and systems in order to see how all these categories either dialogue or intersect. Furthermore, it questions whether HE transformation in Africa is leading to decolonization of science or reproducing the categories global north domination over the global south. As a result, we describe the modern university imposed on many African countries by colonization and problematize how this is being contested by impositions of new, indigenous and autochthone structures of university that are deemed meaningful to the continent. Whether such reforms and transformations of university are leading to either success or failure constitute our key inquiry by seeking to assess the dialogue African universities make between academia, industry, labor market and national states. As previously indicated, we build a bipartite co-authorship network mainly based on publications and other relevant literature that has considered African HE as an object of study. In applying secondary research data (meta-analysis), we unpack HE traditions and conditions under which universities operated, including the

intersection they make with different stakeholders in order to inform additional policy reforms. Higher Education, Decolonization and Graduates Employability in Africa aid to capture the contribution universities make to local communities and economies in the continent. It also captures whether higher education institutions (HEIs) are either contributing to development or simply sustaining underdevelopment. In brief, we attempt an assessment of the development of higher education in Sub-Saharan Africa (SSA) with a view of presenting the current debates shaping HE development as a field of study in the continent. Such debates are presented in the context of (1) the functions of universities in SSA and (2) the state, industry, knowledge and employability of graduates. We hope to do this by reviewing literature from selected countries to capture the experiences within those countries. This is expected to be undertaken with decolonization as the key theoretical orientation of the project.

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Introduction

The moral to write this book evolved when I was selected as a post-doctoral research fellow to join the University of Ghana (Accra), precisely, the Institute of African Studies, to develop the project Decolonization, Knowledge and Universities in 2021. This was an ambitious project funded by the Andrew Mellon Foundation and coordinated by professor Takyiwaa Manuh. As part of the deliveries and requirements for the successful termination of the fellowship, our chronogram of activities had indicated two key research activities, namely (i) conducting an investigation on how universities in Africa (African universities) are decolonizing science. The article considered the analyses on the mission and visions of selected higher educational institutions (HEIs) in order to evaluate whether they are either decolonizing or neo-colonizing science. The article was published by the *International Journal of Sociology of Education*. (ii) The second activity outlined in our chronogram of activities as a priority was subsequently to undertake additional research that captured key reforms, both intended and unintended, in order to assess how these comply to colonization or decolonization of universities in Africa. That led to the writing of this book. Furthermore, the underlying focus of the book was the goal of capturing HE and development linkages by reviewing key studies that established a dialogue between universities, the industry and the state. Specifically, it set out to capture how graduates' employability in Africa is becoming a channel of interconnection between key factors

influencing HE and how all this impact on national developments. This book then is an outcome of all the aforementioned promises and necessity to position Africa within the global landscape and debate concerning HE. From preliminary analyses, modern HE which the book focuses on is novel. Decolonizing universities and science then turned into a key priority of African countries subsequent to independence. How is decolonization maximized, and what contribution HEIs make to the industries and economies in Africa? This is in part one of the key inquiries the book seeks to address throughout. So, how is the book organized? The book is constituted of seven main chapters. The first chapter locates Africa in the global landscape in terms of debate concerning the evolvement, growth and expansion of HE. In the second chapter, we question the meaning of university and capture what is that which other countries did and Africa did not do in order to strengthen the higher education subsystem. Chapter 3 addresses the role higher education has in influencing job opportunities. It shows the extent to which higher education and the industry cooperate. Then in the subsequent chapter, there is an application of bibliometric methodology to capture the current state of art of Africa in terms of research about the field of HE. It does so by reviewing the main journals that publish about African HE in order to understand the significance of universities in fostering development. The distinction between Chaps. 3 and 4 is that whereas the former applies literature review, the latter uses bibliometric analyses. Chapter 5 makes an interplay between HE and employability based on research. It summarizes the key studies that have been undertaken to align access to HE and work of graduates. Chapters 6 and 7 explore some case studies that have been undertaken across Africa in terms of regional settings as to correlation between HE, employment, industry and entrepreneurship. It also alludes to the emergence of market ideology on the conditions under which HE operates.

1.1 WHAT DID DEVELOPED COUNTRIES DO TO STRENGTHEN RESEARCH IN HE AND WHAT AFRICA HAS NOT YET DONE

There is a growing concern that the knowledge-based economy is shaping peoples' attitudes and university functions (see Armel & Shizhou, 2022). Armel and Shizhou argue that the information age, knowledge economy and knowledge society have an influence on dissemination, acquisition,

transformation and application of knowledge. As a result, among the university imperatives is the increasing adjustment and restructuring in order to respond to both new demands and impositions. Among the key reforms characterizing Africa are the decolonization of Universities, Knowledge and Epistemologies (Manthalu & Waghid, 2019). Decolonization consists in revitalizing (i) the rise of Arabic models of scientific dominance that shaped Africa with focus on Egypt, Morocco and Mali. It also accounts for unpacking the reasons behind (ii) decay and weakness of the earlier empire and civilization due to European settlement that determined a new way of scientific reasoning. Furthermore, decolonization theory is discussed in terms of (iii) the revitalization of African universities after a long period of marginalization under the European presence on the continent given that the northern priorities with Africa did not envisage concern on knowledge production. On this, Cross and Ndofirepi (2017) would simply argue that the university as we know today is a western invention despite recognizing the prior developments of knowledge in Egypt, Greece and India. Hence, the book alludes to the inception of HE research and growth of universities in Africa as starting point to investigate the relationship between knowledge, employment and decolonization. It shows how the misconception that the idea of university emerged in the global north has contributed to the marginalization of African HE to the extent that local universities, epistemologies and knowledge produced are considered to be colonially grounded.

1.2 THE INCEPTION OF HE RESEARCH: THE EMERGENCE OF NORTHERN IMPERIALISM AND ITS INFLUENCE ON AFRICA

As earlier mentioned, this chapter builds upon the inception of the global north imperialism of university as a starting point to unpack the African concept of higher education. It shows how the misconception that the idea of university emerged in the global north has contributed to the marginalization of African HE to the extent that local universities, epistemologies and knowledge produced are considered to be colonially grounded (see Cross & Ndofirepi, 2017). There have been growing concerns on the link between higher education as a field of study and research as a measure through which epistemologies are generated in both universities and research centers based on application of a rigorous method, theory and

level of analysis. The aforementioned position suggests that higher education and research are not delinked though may not have necessarily emerged coincidentally. Higher education is defined as the most recent and emerging field of knowledge production that merges scholars from different specializations (cf. Forsberg & Geschwind, 2016; Macfarlane & Grant, 2012; Tight, 2012; Teichler, 2005). In Africa, HE has not yet achieved as much high prestige as other traditional fields that have been considerably accepted for centuries (the case of sociology, anthropology, philosophy, physics, chemistry, engineering and other related disciplines). The undervaluation of HE and HE research is partly explained in the global north by the novelty of what is meant by research university *Bildung* (see Rothblatt, 1997: 1–51). This typology only emerges in the nineteenth-century Germany and was further nurtured in the context of the United States of America by HE policy reforms. The changes evolved to assist minority groups, student support for poor background families and rising numbers of people that entered higher education (see Delbanco, 2013: 1–37) because of growth and complexity of HE, a driving force that imposed universities to redefine policy measures of access. Certain fields that constituted the structure of university then, lost popularity exacerbating the crisis of university. In addition, the university crisis that mainly affected scholars and domains of social sciences increasingly grew leading to the rise of a specific subjects that addressed HE (e.g. crisis of social sciences and humanities with focus on sociology and philosophy). Furthermore, university crises imposed new demands for researchers, especially from the view that traditional disciplines that dominated previously were in decay and the need for new scientific discoveries appeared. In fact, highly recognized researchers migrated from their fields of research and expertise inventing new disciplines (see Clark, 1983: 1–2). The field of higher education is one among the newly invented subjects. There has been an increasing debate in whether it can be a field of study given that it concentrates researchers from different domains who are interested in systematically understanding the way universities operate, but apply the lens of their expertise to investigate universities, which may lead to bias and prejudice on one hand. On the other, there are concerns that higher education can simply be considered as a series of literature that addresses relevant aspects of higher learning, teaching, research, policy and practice (Clark, 1983: 22).

A tentative approach to respond to these two contradictory arguments requires an analysis of current changing dynamics in HE and how those

shed light on comprehending the scope of higher education as a multidisciplinary field of study. The approach also considers the path which research in such field of learning undertook. There are at least some perspectives explaining either the inception of either HE research or research in higher education both for global north and south. The capture of these theories is an attempt to sustain the grounding foundations legitimizing how high learning as a systematic field and discipline has historically evolved (see Robertson & Bond, 2005; Healy, 2005; Brew, 2001; Barnett, 1992; Trow, 1970).

Where and when did the debate on turning HE as a field of study emerge? It appeared in the 1960s in the context of the United States of America (USA). The underlying reasons behind the inception was the growth and complexity of American HEIs (in terms of size and numbers). Subsequently, there was a growing concern in other parts of the globe, which also faced growth of their subsystems. The case of the USA accounted as imperatives for the understanding of HE as field of research the necessity of respect for civil and human rights including access to HE. The scope of this direction was also paralleled to the construction of the perspectives behind the struggles of the founding fathers of democracy in the country who privileged freedom including of access to HE as priority. Considering liberty of access to both education and HE was a key priority and because of these changing practices that have shaped education systems in either the USA or elsewhere, student protests/movements/unions and public debate loomed. The insufficiency of a rigorous and specific method to address these topics considering the wide range of traditional disciplines that were dominant can be seen as a driving force that initially constituted the emergence of both HE studies and research about universities either in northern America or in Europe subsequently (see Teichler, 2005: 452–453). As a result of the aforementioned experiences and as part of the consequences of the key transformations of the 1960s, in the 1970s, other dimensions of dynamics shaping HE occurred. This was the moment when the number of enrollments grew as a result of “universal access” and growing statistics of students from different settings and contexts who went to university (see Trow, 1970: 27). Again such composition of American and European HE increased concerns on the link between such surging figures and future of universities, especially the employment of the graduates that were trained in mass. As a result, public debates emerged to address different themes that aided both construction and consolidation of HE as a field of research. The focus turned

into subjects such as (a) the role of universities and states for employment, (b) the link between public and private good in relation to university, (c) access to HE and student opportunities, (d) curricula adjustments, (e) teaching and learning, teaching and research and other themes of interest. These topics were discussed at different levels (institutional, national and international). The necessity of addressing all these problems from a unique perspective of research instead of scattered traditional subjects (sociology, economy, philosophy, psychology, political science, administration and so on) increased the interest of institutionalizing HE research and HE as a specific discipline of investigation (Teichler, 2005: 453).

Subsequently and during the 1980s, concerns increased considerably with focus then to market-oriented management and subsequently market-oriented university. In the case of Africa as we address in the next sections, this model of university management only evolves in the 1990s. Market management as a key transformation of the 1980s imposed internal dynamics within HEIs in a sense that the dominance of traditional arenas of knowledge generation that had then characterized universities for long associated with the growing number of graduates that terminated universities instigated the necessity of inventing an alignment between teaching and profession. The parallelism was on basis of the necessities of the industry, universities and graduates interconnections. Therefore, investigating systematic mechanisms and networks of reinforcement for both cooperation and coordination between universities, the state and the new markets also incremented the necessity of turning HE as a research field of its own.

The need for a specific field of HE was mainly supported by the growing themes of public concern that universities needed to systematically address. Any approach to these growing concerns from the perspectives of dominant epistemologies was seen as making the research vague though they would serve as forerunners that would later on turn into pathtakers, concepts that were recently applied by Macfarlane and Grant (2012) to illustrate that the field of HE is not delinked from previously dominant narratives of knowledge generation. As a result, the majority of the scholars that became interested in HE research, policy and practice either in the USA or in Europe are undeniably considered to have come from these dominant and traditional fields of epistemologies.

The key features of market university management determined the steering mechanisms that followed during this period, monitored by either relevance or applicability of the investment made to HEIs. In the transnational/cross-national contexts, terms such as accountability, return

indexes, quality measurements, quality-based management, assessment measures, quality assurance and auditing served as scrutinizing means of relevance within universities (see Uetela, 2016: 50–69). Again, the necessity of studying the way HE will operate under these growing concerns emanating from decreasing public funds and increment of control which leads to a cautious control of thinly resources at least from a specific research agenda of HE research has added growing interests.

Over the last decade of the twentieth century (1990s), the effects of both internationalization and globalization diminished the role of national states. Actually, some countries even went on collapsing (the URSS) and the fall of the Berlin Wall that separated the two sides of Germany. The fall of these national states is considered the top manifestation of the end of the cold war. All these events accelerated reinvention of the meaning of national states through the emergence of a global nation given that the frontiers that had been previously established to separate nations were no longer empirically valid (see Beck, 1999). The conditions under which either HE operated in Europe or the USA pursued some of these elements driven by the fact that internationalization shaped political agendas. In fact, internationalization of HE loomed as a response to the changing dynamics in the political sphere which became much emphasized than ever. As changing dynamics were growing rapidly at the political sphere level, new structures that strengthen the epistemological foundations of HE research also increased.

There are also two recent events that contributed to HE research and HE as a field of study supported by the current public themes that are in vague. These are namely (a) the hopes and concerns that education/HE and economic growth are inter-linked and (b) secondly, the necessity of constantly investing on relevance of universities under the concept of market-driven initiatives. The former position has been both contradictory and contested when related to the African continent on the basis that return indexes were never aligned to investment and as a result African states should shift priorities from HE investments to fundamental degrees of learning (primary and secondary education). In simple terms, whereas the link between HE and development was seen as a positive initiative globally, other geographical locations addressed the concern differently especially in developing nations. The plausibility of each position (incentive and contestation) can only be methodologically and systematically sustained by empirical evidence which is achieved by HE research, considering that what is done in HE research cannot be done clearly by any other

discipline. There are also growing concerns on the meaning of universities, and as a result, various stakeholders come in. The necessity to link academic roles and professional functions of universities is deemed to be fruitful when market initiatives are integrated in the management of universities, curricula design and teaching and learning.

The concepts brought up to this stage underline the epistemological foundations of HE research at least in the developed world (Europe, the USA and Australia Asia). They explain the rise of HE research as emanating from a systematic attempt to investigate the changing dynamics in HE that were growing rapidly as a result of political shifting ideologies that affected universities. HE research initially and continuously is shaped by contestations as their opponents perceive research in HE, firstly, as a discipline rather than an interdisciplinary arena. Secondly, it was also believed that what is done in HE can similarly be performed in other disciplines. However, empirical evidence from the fastest growth of the field of higher education evidences that such a research area remains unique with appropriate theory, method, thematic and levels of analyses.

1.3 THE LANDSCAPE OF HIGHER EDUCATION, RESEARCH DEVELOPMENT AND THE FOUNDATIONS FOR HIGHER EDUCATION

Two eminent researchers in the domain of modern HE research (Tight, 2012; Teichler, 2005) have considerably sought to unpack HE as a field of research with especial focus on empirical data that serves to illustrate both meaning and epistemological foundations for the success of HE research at least in the developed world. There are various levels of analyses they apply including empirical data to distinguish research carried out in the context of HE and that of other disciplines. At this stage, let us turn into the main initiatives (institutions, agencies and politics) developed across Europe as a means to steer research in higher education and then address the issue of level analysis as a distinct feature that distinguishes HE research as multidisciplinary arena from other narrowed and focused domains/disciplines.

Teichler (2005) starts by distinguishing various typologies of institutional names where research in HE takes place. Furthermore, he also shows how the case of universities as a domain that merits cautious research can be understood in terms of both national and supranational levels. In

the context of Europe, even though internationalization and globalization have become the dominant features with tendencies for uniformity and standardization of HE systems, still national contexts matter in understanding the landscape universities are either growing or contributing to local economies. Hence, the growing interest in the field of HE research was shaped at times by contexts where (a) research and practice was combined. This initiative turned dominant in environments where universities in cooperation with some national entities worked cooperatively in establishing centers that promoted lifelong learning for their staff members either for promotion or for the acquisition of new skills.

As a result, both university personnel, government servants and other stakeholders could benefit from the knowledge generated in these centers as they served as laboratories of experiments in topics related to HE (teaching, learning and research, didactics on/of higher education, curricula, change, innovation and related subjects). Some universities in other geographical locations such as Australasia maintain this format. In the case of Europe, the model emerged in alignment with the fastest growth of HE in the 1970s which accounted as addressed before for the necessity of understanding the future of graduates on the basis of the surged number of the personnel that terminated HE in the subsequent years. In twentieth-century Europe, this model of institutional research became restricted to states such as Germany, the UK and the Netherlands (Teichler, 2005: 454).

Another model addressed in the perspective of Teichler (2005) that monitored the development of HE research in the context of Europe and the USA is what he considers as (a) the value of institutional research and (b) the nexus between teaching and research. The former policy commenced in the USA under the process of institutionalization of research units within the administration of particular universities in order to investigate the link between public debates and then inform policy and practice.

The expansion of many institutional centers and associations between universities revealed a significant interest in the new model of research in HE that was emerging, even though national systems and contexts of particular countries contributed for the distinction between one university with another and determined the basis for the cooperation that occurred. The establishment of the European Association for International Research

(EAIR) in late 1970s, when the public debate was increasingly focusing on the consequences of rapidly growing higher education, illustrates the pace at which institutional research as a model of investing in HE research was becoming popularized. However, popularization and expansion of institutional research was followed by decreasing moments due to at least two reasons: (1) leadership constraints in terms of priorities and did not regard management (the main theme institutional research focused) as a priority; (2) resources to steer investigations that supported continuity of the institutional research became thin and as a result, institutional research as a model of investigation is slumbering. As to the latter concept of aligning teaching and research and hence nurturing instruction through investigation, it started with Humboldt nineteenth century German model of university (Wittrock, 1993). The discussion on the undivided line between teaching and research was further and detailed developed in the USA an alignment, which upgraded universities and colleges in this geographical region of the country so that today (moment of writing the book) US universities dominate the ranking leagues and tables.

As part of the efforts initiated by the USA, currently, there are unceasingly efforts since 2000 within universities, schools and institutes linked to education to focus on training of research professionals in the domains of higher educational management, policy and teaching and research strategies. There is a growing concern that academics involved in these programs become examples by considering that what they teach is an outcome of what they research that is, practice is aligned with theory.

The idea of fostering research in higher education through the establishment of courses/programs that focus on the main themes that are currently shaping public debate in higher education especially management of higher education, leadership, policy, innovation and other dominant subjects is being popularized. In many countries, initiatives are being undertaken especially in the USA, Europe and Australasia, though the case of Africa as it is addressed in the appropriate section similar initiatives are still lagging behind. Successful experiences in the context of Europe point to some programs that are part of this reform process.

At the beginning of the twenty-first century, several universities in the context of Europe joined efforts of introducing a continental program on Master of Business Administration (MBA) in order to research public issues on HE management. Some of the leading successful examples of these programs as a result of importation of the American concept of HE research in courses of education are dominant in England: University of

London-Institute of Education (Master of Business Administration in HE). Similarly, in Oslo-Norway, the MA and Doctoral program in Philosophy of HE established in 2002 under the faculty of education has attracted researchers either within the country or outside Europe to expand comprehension on how teaching is alimented by research. The latter program is not limited to focus on the vision of philosophy and the history of HE in order to explain the significance of research for teaching in HE. It also investigates how similar initiatives shape universities as the global producers of knowledge. Similar to what occurs in the context of the USA, specializations of the group members expand the themes that are becoming the greatest interest of the public and their findings suggest and inform new policy.

Two years later in 2004, a similar program on HE commenced at the university of Kassel-Germany. However, contrary to the previous two, which worked in faculties of education, this specific course is associated with the division of Social Sciences. Staff members are predominantly from the Centre for Research on Higher Education and Work, and since its implementation, the program has attracted researchers interested in the domain of HE, either within or outside Germany. Some of the scholars joining The international Center for Higher Education Research (INCHER) to research about HE in both Europe and other geographical locations of origin have benefitted from Humboldt fellowships to carry out their investigations.

What makes some of these new programs that address research in HE unique is the professionalization of the staff within and outside the faculties/departments they belong to, through partnership with research groups that constantly investigate and update dominant debates on higher learning, teaching and research. The specific program of history and philosophy of higher education at the faculty of education, Oslo University, for example, instituted HEDDA (Higher Education Development Association) as a laboratory that makes experiments of the research results in higher education. Parallel initiatives are present and carried out by CHEPS (Centre for Higher Education Policy Studies), University of Twente, Netherlands; CIPES—*Centro de Investigação em Políticas do Ensino Superior* (Centre for Research in HE policy), University of Porto Portugal; NIFU—Studies in Innovation Research and Education—Oslo, Norway; Higher Education Group (HEG), Finland; Center for Higher Education Studies (CHES), Prague; the Czech republic and [Centrum für Hochschulentwicklung \(CHE\)](#), Gutersloh in Germany. The way these

centers and research institutes are rapidly growing and cooperating within Europe indicates the magnitude at which HE research is undoubtedly becoming a new field of interest.

Nationally steered research institutes also feature as a model of research that has significantly contributed to the advancement of HE interest in Europe. This typology is unique in the sense that it is based on direct support of states to institutions that are associated with a range of investigations. Furthermore, there are also agencies either private or public within national states that outstand in funding different projects developed within HEIs provided such institutions are specialized in research development of higher learning. In the Nordic countries, the Norwegian Institute for Studies in Research and Higher Education which is now part of NIFU (Nordic Institute for Studies in Innovation, Research and Education) have strongly dominated this category and NIFU is rapidly growing to become the leading European non-profit organization that steer and foster investigation for knowledge policy. In Central Europe, the Centre for Higher Education Studies located in Prague-Czech Republic as earlier mentioned has unceasingly researched on HE and has made considerable assistance to HEIs to improve quality through the incorporation of findings this institute produces concerning the actual public debate.

University-based centers of research have been popularized in Europe as key panaceas that instigate investigation on HE. Some of the above-stated agencies that have contributed to the actual landscape of high learning in Europe are mainly linked to universities and have been considered as alternatives to support the state burdens on steering HE. At least two examples stand out: (i) the center for research on higher education and work is linked to the University of Kassel and since its establishment in 1978 has been focusing on the link between graduates and work seeking to generate knowledge that serves to inform policy reforms in curricula and alignment with the competitive markets. Additional empirical evidence about HE research and its constitution in Europe include that (ii) it is impossible to understand either HEDDA outside the university of Oslo or (iii) CHEPS outside the university of Twente. Furthermore, when CHEPS was established in 1984 it was aimed at investigating decentralization of power in management and decision within universities.