



# Experiences from Bilateral Agreements Between Universities

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# Introduction

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- Practical examples of university collaborations and relate them to how they impact on university values
- Kwadwo: bilateral experiences from the African perspective, case-study of the University of Ghana (UG) and Makerere University (Mak), Uganda
- Stina: Collaborations between European and Eurasian Universities - towards a tougher climate for cooperation? the case of Kazakhstan and Norway

# University Ethics and Values

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- Pursuit of truth
- Equitable access
- Academic freedom
- Accountability
- Responsibility



# Internationalisation of HE



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- Genesis in the colonial era – more incidental than organised.
  - Birth of both UG and Mak in 1948 attributed to this.
  - Africanisation/indigenisation process – more people sent to the metropolitan universities to be trained
  - Ghana, Senegal, etc sought to encourage Africans to study in their countries in the name of promoting African unity
  - Mak served Kenya, then Tanganyika and Zanzibar. Later, the Inter-university Council for East Africa (IUCEA)

# UG – International Students Office

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- Students exchange
- Faculty and staff exchanges
- Exchange of materials, documents and equipment
- Collaborative research in any field of interest common to both universities
- Creation and organization of conferences
- Collaboration on the organization of conferences
- Any other activity mutually agreed between the parties

# IUCEA -- Functions

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- Coordinate inter-university cooperation in East Africa;
- Facilitate the strategic development of member universities; and
- Promote internationally comparable higher education standards and systems for sustainable regional development.

# Challenges

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- Majority of the collaborations come through individual initiative of academic staff– uncoordinated and not aligned to the university’s strategic plan
- Perception of unequal partnership with developed country university partners.
- Concern over apparent lack of control of funding and ownership of research outputs – institutional autonomy in jeopardy
- International academic mobility favours well-developed education systems and institutions, thereby compounding existing inequalities.

# Challenges, contd

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- Narrow focus of African institutions on internationalisation as a means for income generation – financial diversification.
- Misperceptions and claims of discrimination among students (local and international) regarding fee payment.
- These all contribute to diminishing the possibility of honouring commitments to academic freedom, equality and public accountability, both locally and more globally.





- An African regional or South-to-South partnership strategy is highly recommended. IUCEA example; Arusha Convention on the Recognition of Qualifications in Higher Education in Africa
- Goals should be aligned with the University research strategy and new proposed partnerships should be subject to a vetting
- Partnerships must be linked with faculty development and promotion.
- Partnerships should be mutually beneficial; collaborator not enough.
- Greater engagement with government and other agencies

# Solutions



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- Heed call by ILO-UNESCO Recommendation to “encourage aid programmes” for developing countries, to mitigate the mass exodus of academics, by assisting “in sustaining an academic environment which offers satisfactory conditions of work for higher education teaching personnel in those (developing) countries”.