



Universities, the ramifications of science systems and women's leadership of science systems in Africa

Interim progress report 3

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Project Synthesis

This project “Universities, the ramifications of science systems and women’s leadership of science systems in Africa” targets four universities in East and Southern Africa. The universities are: The University of Nairobi (Kenya), Maseno University (Kenya) – this was the replacement university after changing from the originally intended university of Makerere in Uganda - University of Zimbabwe (Zimbabwe) and the University of Pretoria (South Africa). The project is intended to work with key higher education stakeholders with a national and regional reach. The core research question addressed by this project is: *How do the gendered dynamics of leadership structures and development processes shape the prospect of women’s leadership of higher education and science systems in Africa?*

By focusing on four cases/ focal institutions in two continental sub-regions, the research intends to outline some key findings that can later be tested on other universities in other sub-regions. The research ultimately seeks to develop, test and institutionalise a leadership development program for women in administrative and academic pipelines in the target institutions and facilitate the development of visible network of women leaders engaged in collaborative vision and problem solving in African universities. The project makes use of leadership and conceptual framing utilised in research, teaching, training and policy engagement at the African Leadership Centre.

Project overall goal

- To build new knowledge that leads to a significant increase in women’s leadership with a vision of transforming African university systems; with an institutionalized framework for inclusive leadership development; and a recognizable cohort of aspiring women leaders in the select African universities.

Project teams

Final working teams have been put together from each university, part of the methodological approach is highlighted in the make-up of each team, wherein they are intergenerational, interdisciplinary, and composed of individuals at different levels of their career, and in the university.

Below is the composition of each team:

University	Team
University of Zimbabwe:	Liaison- Dr Stanzia Moyo Research lead- Professor Marvellous Mhloyi Research Assistant- Emmanuel Tsara
University of Pretoria:	Liaison- Professor Sandy Africa Research lead- Dr Sonja Theron Research Assistant- Makhethe Makamase
University of Nairobi	Liaison- Dr Paul Kamau Research lead- Dr Anne Kamau Research Assistant- Clare Okidi

Maseno university	Liaison- Dr Michael Owiso Research lead- Dr David Mwambari Research Assistant- Stella Nyabundi
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-Biographies will be shared through the datalab once they are fully collated

Project design and process

A new working approach and way forward on the project was developed including the establishment of a task force. Members of this task force include 2 Senior advisers: Professor Funmi Olonisakin, Professor Karuti Kanyinga, the PI and Co-PIs: Shuvai Nyoni, Dr Eka Ikpe, Dr Wale Ismail, and the Project coordinator: Dr Adeoti Dipeolu. There have been 3 task force meetings since its inception.

Current Outputs and updates

- Baseline survey: Understanding leadership through the perspectives of women in the case study universities.
- This online questionnaire was disseminated to each partner team before their arrival and participation at the workshop that took place in June. The intention was for us to have an understanding of who was in the room but also for them to already have a sense of the questions which are to be used as part of the wider data collection process. Partners were to come ready to give feedback on the process and the questions. XCVBNM,` nm,. The TRC took testimony over the course of three years from over 21,000 victims, two thousand of which were broadcast publicly on television as an open invitation to communities to take part in the process and share in their suffering.
- Methodology workshop

The workshop took place in Nairobi from 23-24 June 2023. All partners from the case study university teams were present around the table. During this period, we covered the design and process of the project moving forward and the methodological approach of the project. Time was spent discussing and revising the questions from the baseline survey.

-See presentation attached which shows the overview of the conversation and re-cap of the project.

-See key points from the workshop

- Completed online survey

Following the discussion at the workshop, the online questionnaire has now been revised and is in the process of being reviewed by each team and the system tested before they begin dissemination as part of the wider data collection process they are to undertake. Given the varying university and country contexts, the project team agreed that elements of the survey would be tailored to each university/ country.

-Link to this will be shared once the platform is finalised and bugs identified and addressed

- One-to-one team meetings: Budgets and outputs

Separate meetings with each team following the workshop have also taken place since the workshop. The focus of these meetings were the budget and contractual issues, which have now

been identified and sorted. Given the bureaucratic process of hiring research assistants in many of the universities, consensus has been reached around the research aides being contracted directly as consultants by the ALC to undertake the relevant tasks as part of the project (see more below). Teams are currently finalising their budgets and preparing for invoices to be sent to the ALC for transfers to be made to the institutions.

- Research permits

Efforts are underway by the Universities of Nairobi, Maseno and Zimbabwe to apply for research permits according to the contextual needs. University of Pretoria has an internal process which they are to begin on once the final questionnaire is ready in addition to their questions for the FGDs and interviews.

Other key outputs

Work on other outputs have advanced and several project teams - within ALC and within partner institutions are working to deliver key outputs as follows:

- Researchers from the institutions will be contracted as consultants with the ALC, they will receive a TOR which clearly highlights their roles and responsibilities for the contractual period. They will write research papers covering key elements including:
 - A background/context of the country- undertaking a foundational analysis: - historical, political, socio-cultural elements that look at:
 - The role of history
 - Other sectors including politics/governance and the gender and leadership dynamics
 - National policies on education (leadership) and access to these positions
 - Existing Progression unions- do they reflect women's issues or even fight for these?
 - Background on the universities addressing questions such as:
 - Who founded the university? When was it established/created
 - What kinds of issues are contained in the Charter of the university?
 - Are there key affirmative statutes?
 - Gender analysis of faculties
 - Positions and gender diversity
 - Decision making assemblies (the senate): what is the composition of these bodies
 - Progression systems/policies for promotion
 - Are there leadership capacity development programs? What do such programmes entail? Are they equally available to women and men?
 - Public funding and oversight of universities in the country including, for example:
 - Funding of the university – is the university publicly funded, e.g. through education ministries? Parliament? Etc.
 - How are degree awarding powers given? Does the university have degree awarding powers? Or is the university
 - Which government institution oversees universities in the country? Do they influence university appointments of senior officers such as Vice-Chancellors and Deputy Vice-Chancellors? University Council members? If so, how? Are gender considerations part of the leadership selection and appointment process? Or are all these processes left to the Council and Vice-Chancellor to manage?

- Please add other factors you see relevant here
- Overall analysis and reflections on:
 - How gender issues are included in the systems and processes of the institution
 - What identity hierarchies are explicit or implicit (e.g., whether ethnic identity are privileged over gender equality, or whether questions of gender and citizenship trump a focus on disability, etc.)
 - The extent to which there are clear pathways for women's progression into academic leadership and senior administrative positions in the institution.

These findings will be triangulated with the quantitative/qualitative data collected from the data lab.

- Key university data which will become a major contribution that will be supported by ALC Data lab and will be publicly accessible beyond the lifetime of the project. Two Project Associates are working on this. The focus of this data will be on
 - Data across public universities in Africa including on:
 - Female students vs male students at Bachelors, Masters and PhD and post-doctoral levels
 - Female academics vs male academics:
 - Teaching fellows, Researchers, Lecturer, senior lecturer, associate professor, professor
 - Female vs male at administration levels:
 - Heads of Departments, Deans, Deputy Vice-Chancellors, Vice-Chancellors, Registrars, Bursars or heads of finance
 - Other senior administrative posts that are discovered during the search.
 - Collect data on which institutions are responsible for oversight of universities and higher education institutions in each of the countries where the universities are based (e.g., National Universities Commission, Commission for Higher Education, Higher Education Council, etc. Provide the names of such institutions.
 - Collect data on who approves the award of university qualifications and degrees in each country where the university is based. For example, do the universities have degree awarding powers or are their degrees approved by a public institution? Provide names of the institutions who grant degree awarding powers.
 - Collect data from relevant secondary resources.
 - Draw the team's attention to other relevant data discovered during research.
 - Produce a table of data from across the African continent (emphasis on the Eastern and Southern African regions which constitute the focus of this research at the moment) – the number of universities can be suggested and agreed upon.
- Gender and leadership paper as an addition to the literature review is being prepared by a post-doctoral consultant. The focus of this paper will be to:
 - A deeper understanding of the relationship between gender and leadership – conceptually and practically. Are there deeper explanations, for example, that help situate women's leadership experiences in higher education institutions (HEIs), such as intersectionality? What hierarchies exist within institutions when it comes to how leadership is practiced. Furthermore, what is it about gendered forms of influence that distinguish, hinder, or enhance women's leadership? Where is women's leadership visible in HEIs? How is the influence of women most

experienced in university, e.g., formally, or informally? Are there situations and case studies that exemplify this?

- Provide a paper which interrogates gender and leadership broadly and within the African context including addressing:
 - Gendered approaches to leadership
 - A gender and leadership analysis that draws out the perspectives of women's leadership in universities- how is leadership understood and practiced in response to situations? What are the nuances?
 - Gender within university structures to understand how it privileges or excludes women in academic settings from leadership roles.
 - Discuss the implications of all of this for women in leadership.
- Science systems paper by a post-doctoral consultant. The intention behind this paper is to:
 - Provide a paper which interrogates science systems and open science in Africa and addresses the following guiding questions:
 - What are science systems?
 - Where are they located?
 - What is the relationship to open science?
 - What is the role of universities?
 - Who engages it?
 - Where are African universities located in all of this?
 - What are the key issues that must be considered in order for African universities to enhance their standing in relation to science systems globally?

Next Steps

- All project participants to receive access to the ALC data Lab
- Final feedback on the online survey is expected from all partners to then be used as a data collection tool
- Methodological note to be shared
- Teams to share their final working budgets and work plans
- University of Zimbabwe to host a workshop on July 20th
- Field work and Data collection by all partner team to commence